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Achieving Success In Business By Recognizing And Emphasizing The Importance Of Internal Relationships

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Submitted to the Program of Organizational Dynamics in the Graduate Division of the School of Arts and Sciences in Partial Fulfillment of the Requirements for the Degree of Masters of Science in Organizational Dynamics at the University of Pennsylvania Philadelphia, Pennsylvania
Advisor: Larry Starr

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Achieving Success In Business By Recognizing And Emphasizing The Importance Of Internal Relationships

Abstract

This thesis is a portfolio of the courses I have taken in the Organizational Dynamics Program that have had the greatest impact on my views of how to successfully manage a business. While all of the courses I have taken have had an impact on me, I have selected several that at this time have been the most influential on my view of business operations. The overall goal of my course selection strategy was to increase my knowledge in the areas of Leadership Management and Practitioner. I have used these two areas as my primary foundation for learning. I have come to believe that recognizing, understanding, and improving internal relationships can translate into process efficiencies, improved market understanding, and therefore an improved bottom line. This process can best be achieved through effective communication at all levels of the organization. I outline how the courses in this program have made this clearer to me and have given me additional tools to implement that knowledge in my work environment.

Comments

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Advisor: Larry Starr

ACHIEVING SUCCESS IN BUSINESS BY RECOGNIZING AND EMPHASIZING
THE IMPORTANCE OF INTERNAL RELATIONSHIPS

By

H. J. Omar Mitchell

Submitted to the Program of Organizational
Dynamics in the Graduate Division of the School of
Arts and Sciences in Partial Fulfillment of the
Requirements for the Degree of Masters of Science
in Organizational Dynamics at the University of
Pennsylvania
Philadelphia, Pennsylvania

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Approved by:

Larry M. Starr, Ph. D., Program Director

ABSTRACT

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What a Team!!!!!!!!!!!!!!!!!!!!

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CHAPTER 1

INTRODUCTION

Background

As of 2007, I have spent close to 30 years working in business operations in industries and capacities including insurance, retail and higher education. I am a financial person by profession and education. The one thing that has always struck me as ironic is the degree to which people in the same organization with the same goals, lack an understanding, and often concern, about what the other areas in the company are doing as well as how the function of one person can affect another's positively, negatively, directly and indirectly. For example, customer service and sales are dependent upon each other for success. The company relies on the sales force to generate business and the customer service area to provide support after the sale. If the sales force and customer service do not know how the other operates the customer may be impacted negatively. A sales representative may tell the potential customer that service requests are handled within 24 hours. However, customer service may require a minimum of 36 hours to respond. This can cause frustration for the customer and lead to potential loss of new business or retention of existing business. If the two areas were aware of how the other operates the frustration for the customer and the company could be avoided. This phenomenon applies to all of the types of businesses I have worked in.

My formal education is in business administration. I received my BBA from the Wharton School of the University of Pennsylvania. While there I became well versed in how to increase the bottom line by controlling expenses, increasing output and

getting more return on the investment. While it was not ignored, emphasis was not placed on understanding the social aspects, interactions and culture of an organization's greatest asset, their people. After my graduation I considered applying to an MBA program as this seemed to me to be the natural next step to help me move up the career ladder. I started looking into programs at various schools and decided to speak to an academic counselor in the Wharton Undergraduate Division. What I discovered was somewhat startling. I was told that the education I had already received from Wharton actually prepared me for much of what I was looking to do professionally. The person said that while an MBA was a good choice and definitely a potential career booster it only enhanced what I already had. I was told I might want to consider a Masters program that gave me a more diverse skill set so that I brought more to the table than just a good basic business understanding. Taking that advice I began to look into other programs.

When I first heard about the Organizational Dynamics program I was surprised, excited, and skeptical at the same time. It was hard to believe that there was a program that focused on the human side of business and how understanding it and utilizing that knowledge can increase efficiency in any organization. I discovered I knew a few people who were in the program that had an undergraduate concentration in business like I did, and decided to speak to them about the curriculum. I wanted to ask why they chose the program and what they thought about it now that they were involved. I discovered that many of them felt they were adding needed skills to their business foundation that would give them broader view on how to operate more efficiently and effectively. They were looking for ways to increase their own and their

organization's abilities to compete more effectively in a growing global marketplace. This thinking fell right in line with my own.

I believe that product and service diversification is minimal when compared to the number of providers of these various products and services. The increase in competition in most industries reduces potential market share and requires an organization to look for other ways to compete for market share. Having an employee base that understands the full effect of their actions and that of their co-workers can produce product and process efficiencies.

Therefore, I propose that in today's global market place the successful organization will need to analyze itself as well as its market to become or remain successful. The results from this analysis will need to be communicated to the workforce in a way that they understand and embrace the changes needed to become or continue to be successful. In order to achieve these objectives managers must have the training that allows them to be sensitive to the thoughts, needs and ambitions of their staff. The curriculum of the Organizational Dynamics program provides the opportunity for current and future leaders at all levels to gain just such knowledge. The program accomplishes this by blending hard and soft business skills. By this I mean there is a combining of standard business principles and practices with social sciences. This is fully explained in the mission statement and philosophy available on the program's website. (www.organizationaldynamics.sas.upenn.edu):

The mission of the **MSOD** degree program is to enhance the competencies of mid-career adults through applied scholarship from the arts and humanities, social sciences, and professional organizational disciplines.

Our philosophy is that a multi-disciplinary, person-oriented understanding of organizations is critical for superior leaders and managers operating in the private, public, and non-profit sectors. Indeed, without a broad understanding of the human domain, and the application of multiple perspectives of inquiry and evaluation, a leader or manager is less effective.

The **MSOD** degree appeals to adults who possess sufficient knowledge and skill to perform their jobs, but who are searching for enhanced organizational competencies and intellectual challenges. These include increased understanding of organizational structures and processes, and the historical and cultural contexts of organizations; improved methods to diagnose, evaluate, and creatively manage organizational problems and conflicts; and enhanced skills to communicate effectively, to control organizational change, and to lead.

Purpose of Thesis

In this thesis I describe four courses which had significant influence on my thinking about business operations and management and which facilitated my personal and professional growth. I examine each course in terms of four areas. Course Objectives describe what the course intended in terms of learning. Course Requirements describe what deliverables were expected from each student. Course Materials present the recommended readings and exercises. Course Deliverables describe how the course influenced or changed my thinking in a specific way. These courses have helped me to build what I believe is a stronger foundation for managing a successful business by better understanding the internal factors that can affect

business. In Chapter 2 I present DYNM 600 Managing Diversity in the Workplace taught by Professor Elijah Anderson. Dr. Anderson's course helped to clarify the need for accepting and understanding the diverse workforce of today by recognizing and understanding the unfair work practices of the past. In Chapter 3 I present DYNM 612 Mastering Organizational Politics and Power taught by Professor John Eldred. Professor Eldred's class was critical in helping me to understand that politics is a driving force in all business; and, that managing organizational politics properly is a fundamental key to success. In Chapter 4 I describe DYNM 630 Business Process Excellence taught by Dr. Mathias Kirchmer. Dr. Kirchmer's class illustrated the need for recognizing and understanding the processes used when performing certain functions and how to make them more efficient. In Chapter 5 I examine DYNM 641 Art and Science of Organizational Coaching taught by Dr. William Wilkinsky, Dr. Wilkinsky's class outlined the differences between coaching and mentoring, and the need to understand that people have certain personality types that must be understood in order to get the most from them. In Chapter 6 I provide a personal anecdote that summarizes and provides integration for my thesis and my experience in the Organizational Dynamics graduate studies program.

CHAPTER 2

MANAGING DIVERSITY IN THE WORKPLACE

The first course I describe is DYNM 600 Managing Diversity in the Workplace taught by Dr. Elijah Anderson. I completed this course in the summer, 2006. The course syllabus (Appendix A) describes the objectives, requirements and readings as follows.

Objectives

This seminar will focus on the social nature of race, ethnicity, and lifestyle relations in the workplace, assessing implications for the resulting organizational culture and management issues. The workplace is the intersection of many individual experiences and biases, particularly those surrounding the personal issues of race, ethnicity and lifestyle. One's capability for managing and being managed are profoundly affected by how clearly one is able to understand one's own biases as well as those of others. A main objective of the seminar will be to increase one's ability to understand and manage diversity in the workplace by investigating: (1) how distinctions manifest themselves in organizations; (2) how the same behavior can be viewed differently, depending on experience and culture; (3) the meaning of dominant and minority groups; (4) the workplace as the same or different from society in general; (5) risks of assuming that differences are being understood, when they are not; (6) the nature of stigma and its implications for the workplace.

Requirements

Read the assigned text and or handouts and be prepared to discuss in class.
Apply the readings to your professional environment and discuss how they impact

you. Submit two papers the first should outline the first half of the semester including the readings and the class discussions. The final paper should cover the entire semester and the impact it made on you.

Course Materials

Uncle Tom's Cabin, Harriet Beecher Stowe (1851)

Men and Women of the Corporation, Rosabeth Moss Kanter (1993)

Racism & Justice The Case for Affirmative Action, Gertrude Ezorsky (1991)

A Place on the Corner” Second Edition, Elijah Anderson (2003)

Code of the Street Elijah Anderson (1999)

Problem of the Century Racial Stratification in the United States, Elijah Anderson & Douglas S. Massey, Editors (2002)

The Cosmopolitan Canopy, Elijah Anderson (2004)

Stigma, Erving Goffman (1963)

Course Deliverables

When the class began I felt I had a pretty good understanding of the challenges minorities face in the workplace because I am a minority. I also believed that I had a good grasp on how to manage and interact in a diverse work environment because I have always worked in them. What I discovered through the readings and the class discussions is that many people still do not have any insight to why minorities and African Americans¹ in particular have the opinions they have and are treated the way they are. While the class did not discuss the issues facing only African Americans in

¹ I will use African American and Blacks synonymously.

the United States this was a primary focus. Dr. Anderson explained that while other minority groups face prejudice and racism in this country none have experienced the atrocities that African Americans have in the past and still do face today. No other people have been brought to this country against their own will, were enslaved, stripped of their culture and declared less than full human beings. He further went on to explain that until the United States completely addresses and moves to eradicate the effects of its past it will never be able to completely move freely into the future. I agree with that opinion since the first step to fixing a problem is admitting that there is a problem. In this instance it means admitting the racial discrimination practiced in this country is still devastating to the people it impacts and the country as a whole regardless of their race.

In my personal and professional lives I have witnessed racial prejudice. I have worked at several jobs where promotions and recognition were not given to a deserving individual simply because of their race. I have personally been overlooked for positions and told that while my experience and qualifications were excellent I wasn't what they were looking for at that time. I have also overheard discussions about potential promotions or opportunities that were eventually given to a non minority because they would be a "better fit in the current climate." I have witnessed these types of decisions damage the morale and productivity of entire departments not just the minority employees. This is because people realize that if the management is making decisions that are not professionally sound then they too could be affected in addition to the fact that it is an unfair labor practice.

In order to more fully understand the history and the impact that slavery and the stigma it has placed in the minds of African Americans and others we read several books that helped to illustrate this fact. The first was Uncle Tom's Cabin by Harriet Beecher Stowe (1851). This "fact/fiction" novel was the first of its type in that it depicted slaves as human beings instead of property, and the institution of slavery as an evil. It is referred to as a fact/fiction novel by me because while the characters in the novel are not actual people, they and the events they experience are based on facts of life for Blacks in that era. This negative view of the treatment of Blacks was legitimized only because it was written about by a White woman, who happened to be the daughter of a preacher. The title of the book itself caused controversy, especially for the Black Community. To be called or considered an "Uncle Tom" is one of the most degrading things that can be said to, or about, a Black person. In the minds of most Blacks an "Uncle Tom" describes a person who doesn't appreciate his fellow Blacks. They care more for other races than they do for their own and separate themselves from other Blacks if they possibly can.

There are, in my opinion, two dominant perspectives with regard to Tom's situation. From the positive perspective, Tom is seen as a loyal individual whose honesty, integrity, and spirituality overshadow the oppression around him. He would not let his surroundings deter his sense of humanity and spirituality. From the negative perspective, he is seen as a sellout that makes it easy for the slave master. He doesn't try to escape or do more to help others escape slavery. He does the bidding of the slave master eagerly and with sincere conviction. This dual perspective seemed to be held by the majority of the class. However, the divide appeared to be racial with the

majority of non Blacks choosing the positive and the Blacks choosing the negative. The exceptions to this were a few non Blacks, particularly males that also couldn't understand his passiveness in the face of such hostility.

I believe the perception and understanding in class is representative of the perception and understanding in this country particularly on racial issues. These opinions resonate not only in people's personal lives but also in their professional lives. There are those with the opinion that minorities should accept what they get and be happy with it; they are only getting what they deserve. I believe this type of mindset cripples the productivity of individuals, organizations, and the country as a whole because it contributes to unhealthy environments. When decisions are based solely on race, gender and other non-essential business criteria effectiveness and efficiency are lost.

The second reading was Stigma by Erving Goffman (1963). A stigma was defined by Professor Anderson as "the difference between the Actual and the Virtual Social Identities determined by a society. Where the Virtual Identity is all a person can possibly be and the Actual Identity is all a person can be proven to be." Goffman (1963) describes the behavior of the stigmatized individual, how they cope with various situations, and how the stigma itself can determine or affect action. Among those who have supported Goffman's work are sociologists Eliot Feidson (1983) and Hugh Miller (1983). One examination of stigma and the coping methods used to overcome it was provided by Anderson and Massey (2002) who wrote Problem of the Century, Racial Stratification in the United States. In Chapter 15, The Social Situation of the Black Executive: Black and White Identities in the Corporate World,

Anderson and Massey identify three primary groups in a social structure. The Own represents the stigmatized group; Normal represents those who assign the stigma; The Wise represent those who display empathy towards outsiders and try to help the Own. The Own are then further divided into groups of: The Core Own who represent those Blacks who have recently been subjected to the negative aspects of the stigma, and the Peripheral Own who represent those Blacks who are generally more racially flexible and universal in their outlook. Because of their different views and experiences the Core and Peripheral Own tend to have different corporate experiences. The Core Own tends to have a less positive outlook on the corporate culture, while the Peripheral Own is more upbeat about the opportunities. While there is usually a difference in education, experience and opportunity between the groups, both face the stigma of being Black in a predominately White male environment. Therefore, both groups often turn to each other for comfort and support, with the Core Own usually playing the major supporting role. An example of this is when a Black person is not given a promotion or other recognition that they have earned other Blacks are usually empathetic towards that individual. This is because they have either personally experienced a similar situation or they are aware of the general inequality when it comes to blacks getting recognition for their performance. This demonstrates how a stigma can be a deterrent to success in both social adaptation and professional endeavor. And can have a negative impact on a work environment in general.

The final reading was Racism and Justice, The Case for Affirmative Action by Gertrude Ezorsky (1991). Ezorsky addresses the basic idea behind Affirmative Action

(AA) which is to ensure equal opportunity for all people in employment, education and other endeavors. Affirmative Action was defined on Google.com as:

the practice of actively seeking to increase the number of racial minorities in a work place or school. Such measures may include extra efforts to recruit more applicants, or may include actual quotas for hiring. Supporters say these policies are needed to overcome the patterns of employment and education created when minorities were excluded from many jobs and schools. Critics say some affirmative action policies are unfair, and amount to “reverse discrimination” against whites.

Ezorsky argues that an inherently bigoted society must have a mechanism for insuring equal opportunity for all of its citizens. Affirmative Action is that mechanism in the United States.

Some may argue that AA causes Whites to be discriminated against because of certain set aside opportunities. Ezorsky contends that there is no comparison between a few jobs set aside for the disadvantaged in order to include them in the economic growth of an industry and a population; and the all out exclusion of minorities, in particular Blacks, from certain industries. That thinking underscores the foundation of her paper: that while some non-minorities may do without in order to diversify a particular work force, this is necessary to right the wrong of a previously exclusionary and unjust social system.

There was also a division in class when it came to the topic of Affirmative Action. Some students whose parents or grandparents were immigrants did not understand or agree with the laws. They felt that their relatives faced the same

injustices with the exception of slavery, and they made it without special laws. What many failed to realize is that the system has been inherently biased towards minorities and African Americans in particular, and that while their ancestors may have also faced hardships they were not of the magnitude that African Americans faced.

I realized that many of my classmates had different perceptions about the past and how it affects people today. This mindset affirmed my belief that when managing a diverse workforce I need to be keenly aware of this. The class discussions also reaffirmed for me that some individuals have positions that they are comfortable with regardless if they are right or wrong in my opinion, that of others, and even in the face of evidence that may contradict them. However, one important part to effective management is to find a way to make that individual productive and comfortable in the working environment providing their opinions do not result in actions that make the work environment uncomfortable or hostile for others. Also, understanding and effectively dealing with the many different cultures is paramount to success in the global market place. Organizations must be sensitive to the fact that not everyone does business in the same way and that culture has a significant impact. If an organization is not proactively monitoring its reactions and sensitivity to these different cultures their business may not be as successful as it could be.

CHAPTER 3

ORGANIZATIONAL POLITICS AND POWER

In this chapter I describe DYNM 612 Mastering Organizational Politics and Power taught by Professor John Eldred. I completed this course in the Spring 2007. The course Syllabus (Appendix B) describes the objectives, requirements and readings as follows:

Objectives

The purpose of this course is to explore, enhance, and expand the participants' competence in organizational politics. Students will observe political dynamics as they occur in their own organizations and will interview senior managers in other organizations to learn how political realities vary from one organization to another. Theoretical ideas about a dimension of organizational politics of particular interest to each individual participant will be analyzed in a term paper. In addition, each participant will keep a personal diary of political dynamics in his or her own workplace. The course will also explore ways to master the political skills of networking, negotiating, influencing, leading, and following as well as developing a political strategy (Course Syllabus, Spring 2007).

Requirements

Four brief interviews with senior leaders in which the leaders are asked to define and exemplify the common political practices in their organizations. The interviews can be from the students own organization or elsewhere. A presentation of a film clip or other video that depicts an issue of power or politics, as well as a brief, written summary (3-4 pp.) of the issue depicted in the film. Significant participation

in class...this requires regular, prompt attendance and preparation. A weekly reviewed personal diary of political dynamics at work. Three brief cases on original politics developed from the students' personal experience, interviews and network.

Course Materials

Coaching Made Easy, Mike Leibling & Robin Prior (2004)

Getting To Yes Negotiating Agreement without giving In, Second Edition, Roger Fisher and William Ury (1991)

Influence, The Psychology of Persuasion, Robert B. Cialdini, Ph.D. (2007)

Leading Quietly An Unorthodox Guide to Doing the Right Thing, Joseph L Badaracco, Jr. (2002)

Course Deliverables

Before I took Professor Eldred's class I was aware of the power of organizational politics. However, being aware of something and having the tools and knowledge to effectively deal with it so the outcome is positive one are two completely different things. I lacked the necessary knowledge, tools, and often the desire to deal with the political aspects of business. I was raised to believe that if I was honest and worked hard I would get what I deserved. Life's lessons have shown me that this is not always true especially when it comes to the corporate environment. In my professional career there have been several occasions when I was expecting a promotion, a higher raise, or recognition for work that I had performed, and it didn't come at all or not to the degree that I expected. I generally believed that it was personal or that someone else was better liked so I was overlooked. While any of

these may have been true, Professor Eldred's course taught me that I may not have known who and how to talk to about what I wanted or expected.

To successfully understand and utilize an organization's political landscape one must be ware of and do the following according to Ruth Malen and Dana Bredemeyer of Bredemeyer Consulting, (www.bredemeyer.com)

You really need to understand both the business and personal objectives of the key players, and get them personally committed to the success of the architecture. This means listening, networking, articulating and selling a vision, and doing all this continuously over the life of a project.

Accordingly, I needed to identify the key players in a situation and determine what their interests were. If I could frame my needs and wants in a way that benefited them I stood a better chance of getting what I needed. In addition, Professor Eldred pointed out that at times we may not have the ability to directly influence the key players but we almost assuredly have contact with someone who does have influence on them. Therefore, one method to get what one wants or needs is knowing who the key players are and those who have direct access and or influence on them.

In Influence: The Psychology of Persuasion, Robert B. Cialdini (2003) outlines six strategies for influencing people to give what you want or need. These include access to limited organizational resources, what Cialdini calls the "weapons of influence"; Reciprocation is the act of giving back because you received. If you give someone something or do something for them they will be inclined to do something for you. For example, you are in accounting and a sales person asks you provide them with certain figures but does not go through the formal process. The next time you ask

that sales person for some information and you have not gone through the formal process they may feel obligated to do it for you because you did it for them.

Commitment and Consistency refer to the mindset that once a stand is taken the person tends to defend the position unless there is substantial evidence to prove the position is not a sound one. An example of this is when a manager has taken a position regarding a certain process unless there is refutable evidence that their position is wrong they will stand by it. Social Proof indicates that if the society thinks something is right or wrong then it must be; or, at the very least it isn't worth going against the social norm. An example of this is if an entire department takes lunch at 1PM instead of the suggested 12PM the employee manual suggests then it is acceptable to take lunch at 1PM. This is because Society, in this case the department, has made it a social norm. If this social norm does not have a negative impact then it is not worth going against. Liking indicates that if you are liked you have a better chance of getting what you need. Reasons for liking can be personality-based, looks-based and opinion-based. This is argued to be a basic human trait, when people like you they tend to be more receptive to your requests or demands. Authority presumes that people given the authority to implement a plan or determine a reward or punishment are usually followed even if their decisions are not apparently sound. As a society that is heavily predicated on hierarchies we are geared towards following the directives of people in authoritative positions. Even when the decision may not be the most sound because the decision maker is at a certain level in the hierarchy people tend to listen and follow the directive. There are times when Scarcity implies that if the resource in

question is scarce it is more coveted and people are more willing to do what they normally wouldn't do to obtain or keep it.

These strategies for influencing people can be very productive if used appropriately. Influencing someone works best when it is not based on coercion but rather on getting people to see things from a different perspective. Changing perspectives requires presenting a situation in a different manner. The situation must be reframed so that it is seen from a different vantage point. This means the influencer must be open to discussion and change. If they are not then those they try to influence will be more resistant to them. Professor Eldred added that those closer to you have greater influence on you. Therefore, the closer you become to the decision makers and those that influence them the better your chance of getting your needs met.

Power in organizations was defined as getting access to limited resources to accomplish your goals. This means dealing with a diverse group of people often with very different objectives and methods to reach those objectives.

Another tool in mastering politics and getting what you need is understanding how to present your situation in a manner that will increase the probability of getting the "Yes" answer to your request. This requires negotiating skills designed for that outcome. One model for achieving the "Yes" answer is given in Getting to Yes: Negotiating Agreement Without Giving In, by Roger Fisher, Bruce Patton and William Ury (2003). Fisher, Patton and Ury outline a strategy that can be very helpful in presenting your position so that your chances for getting what you want increases significantly. Their work is supported by other educators such as Glaser (2003).

The first step in negotiating is not to argue over position; instead, to identify the problem and concentrate on a remedy. Positions may often differ depending on the given situation. However, outcomes should be the driving force behind the negotiation. The positions the parties have can and often do cloud the negotiating process.

The next step is to separate the people from the problem. When a situation is focused on the issue at hand and not the people the negotiation tends to remain impersonal. For example, if you are negotiating the steps to make a process more effective you should focus on the steps in the process not the individuals taking the steps. There are two primary reasons for this. First, regardless of who follows the current process the outcome will be the same because the process is the problem. Second, when individuals are brought into the situation it becomes personal and attention is taken away from the actual problem.

Next is focusing on interests and not the individual positions. A good example of this was provided in their book. Two people were arguing about a window being open. A third person came in and asked what the problem was. The first said he needed fresh air and the second was concerned about the rain. The solution was to open a window in an adjacent room which solved the problem. Had the third person concentrated on the individual positions the solution may not have been reached. By concentrating on the interests, a resolution acceptable to both parties was achieved.

The next step is to invent options for mutual gain. Often times negotiations fail because the parties seek an “either or” solution. The objective is to find solutions that benefit both parties. There are four major obstacles that prevent this in most

negotiations. Premature Judgment is judging an idea before all of the possibilities are completely explored; Searching for a Single Answer involves limiting the choices and options available by believing there is only one right answer; The Assumption of a Fixed Pie involves believing it is an either or situation; Thinking that Solving the Problem is Their Problem involves thinking that only they have the answer and that their concerns are the most important. A negotiator needs to search for resolutions that meet the interests of both sides.

I have found myself in these uncomfortable positions many times, thinking I had the best and only ideas to solve the issue at hand. After all, I was the one dealing with the problem on a daily basis. I now understand how at times I was standing in the way of my own best interests. By opening up to others' ideas I have found solutions to the immediate problem at hand and to situations that weren't on the table at the time.

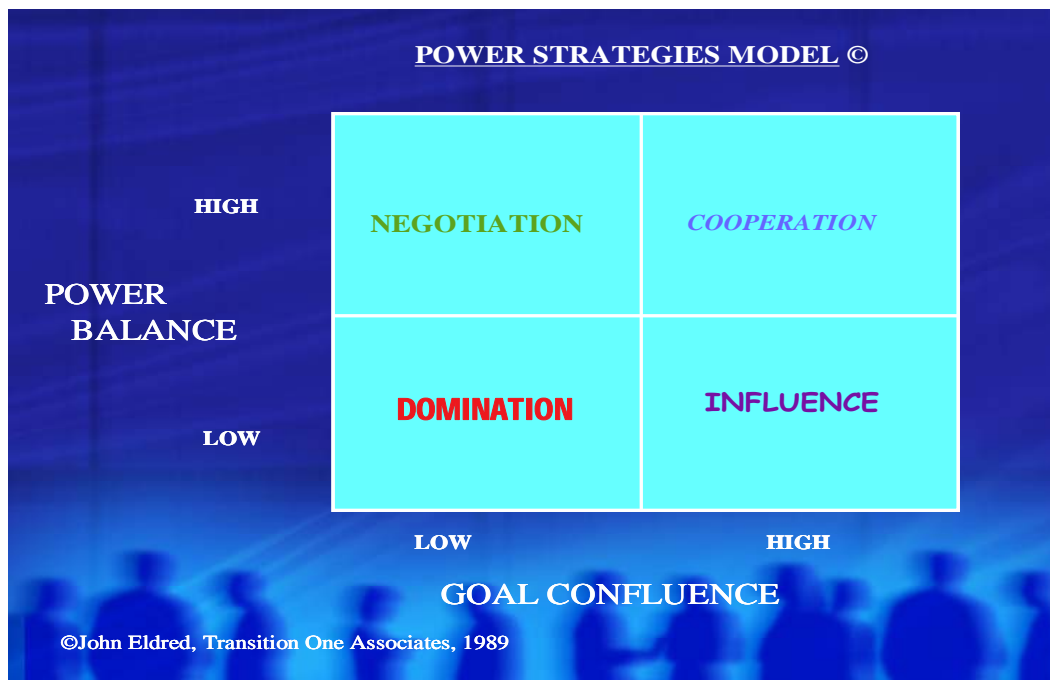
Knowing how decision makers view organizational politics provides insight to understanding the organization. Using a standardized questionnaire provided by Professor Eldred (see Appendix C), I conducted 4 interviews with senior leaders in order to gain this insight. What I found was that 3 of them viewed politics as the means to acquire the resources they needed. The fourth saw it as an unavoidable evil that often hindered progress but agreed that it is necessary to understand its influence and power. The opinions confirmed what Professor Eldred had argued, that understanding organizational politics will enable you to influence people so that you gain access to limited resources.

In order to gauge our understanding of politics and the effect it has on us we also kept a weekly log of political events and how they impacted our work environments.

These logs were especially helpful because it made me think about how every action or non action taken can have political consequences.

These tools are useful for understanding the political structure so that you can effectively use it to gain access to limited resources to accomplish your goals. The ability to master this may be understood through a power strategies model (see Figure 1) with four primary ways to exert power and where one stands in relation to power balance and goal confluence. Power balance is the degree to which power will be shared. Goal confluence is the methodology used to achieve a goal. When one is high on both the vertical and horizontal axes, it is labeled cooperation, which is defined as willing to put aside personal objectives in lieu of finding the most mutually beneficial solution.

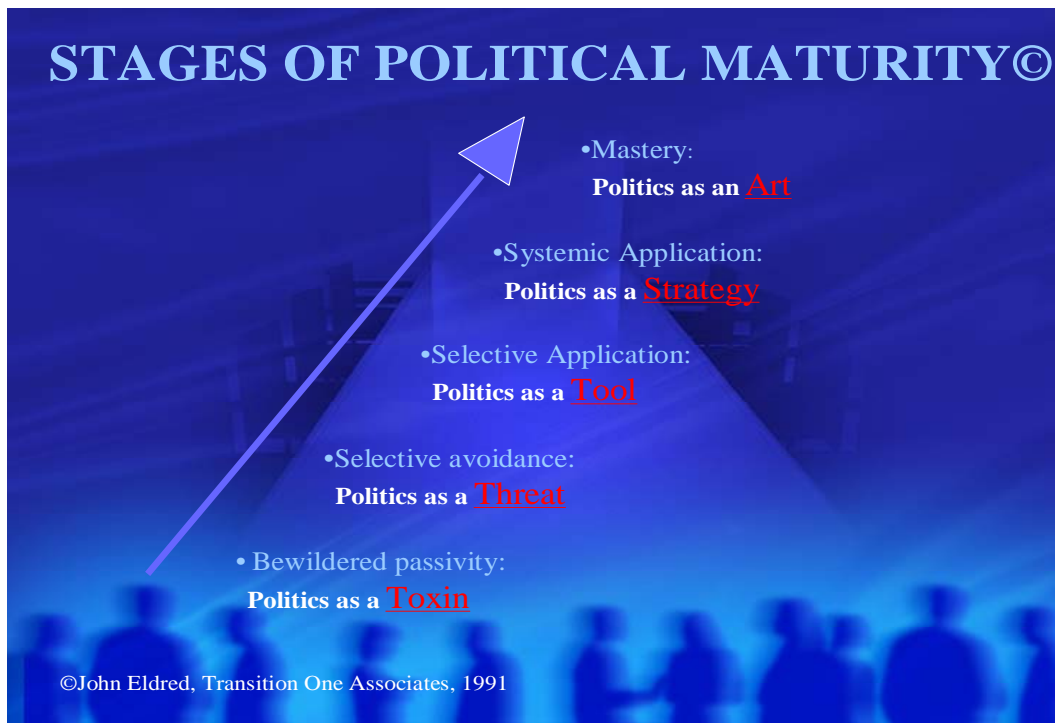
Figure1. Power Strategies Model



The other categories in the matrix are negotiation, which is defined as willing to compromise in order to achieve the objective, domination, which is defined as only willing to consider one solution, and influence, which is defined as trying to get the other side to see their view.

Figure 2 introduced by Professor Eldred shows the various stages of political maturity. Political maturity describes how well a person understands and is able to use the organization's political structure to achieve their goals. As shown, the higher the stages, the more politically astute and the more skilled one becomes at recognizing and capitalizing in on the organization's political makeup.

Figure 2. Stages of Political Maturity



The objective is to begin to view politics as a tool that can help you in gaining access to organizations limited resources. Ascending to the level of mastery requires a complete understanding of politics. Not all people reach the level of mastery, and not

everyone stays at the stages the same length of time. Some of the variables that determine where a person stays are their introduction to politics, how it is generally perceived and what their individual goals are. Much of this can be based on a person's political education. As the levels themselves indicate politics is viewed in different ways by different people. Just how influential their current view on politics is can determine if they can or even want to ascend to another level.

For example, a person who views politics as a toxin or threat may not want to or be able to view it as anything but negative. This perception may have come from some negative experience they had or witnessed. They have chosen not to educate themselves to the potential good that politics can bring about and are stuck at their level of understanding. In contrast, someone who has not had or witnessed a negative political experience, or has been educated to the fact that politics can be used for positive outcome can potentially ascend to the highest level of maturity if they chose to.

In order to successfully use organizational politics to achieve access to limited resources you need to understand several key elements of the organization and the process. The first step is identifying members of the "Dominant Coalition." These are the people who have the most influence in the organization. Identifying them may require spending some time in the organization and witnessing events as they occur.

Once they are known you need to begin to network with them. An invaluable lesson for me in this course was that in order to lead successfully I must improve my use of the political arena of the organization. Leaders must be able to access the resources in order to achieve their personal and professional goals. Determining who

the decision makers are and how to best influence them is the key getting those resources. A good leader understands the importance of developing relationships within the organization. They also understand that a task-orientated mindset is not the only predictor of overall success. In the past, I have primarily concentrated on the tasks at hand and not given the relationship side of the management equation the needed attention. I have also focused too strongly on what I was doing and how it affected my immediate area and not how it affected the overall operation. Had I developed the necessary relationships to understand the full scope of my actions I would probably have been a better leader/manager. Now that I have a model and more strategies I plan to move forward with a clearer vision of what is important and how to better succeed in my professional growth.

I also understand that a leader must also follow at times. Too effectively control requires giving up control at times depending on the situation. I will not always be the expert and need to be willing and able to defer to the experts in order to achieve true effectiveness and efficiency. Understanding and achieving this requires two way communications with all levels of the organization. Then the organization is more likely to operate effectively and I will be a more effective leader.

CHAPTER 4

BUSINESS PROCESS EXCELLENCE

In this chapter I describe DYNM 630 Business Process Excellence taught by Dr. Mathias Kirchmer. I completed this course in the Fall 2005. The course syllabus (Appendix D) describes the objectives, requirements and readings as follows.

Objectives

Course participants will learn how to approach business process initiatives in their organization and how to implement a process oriented enterprise management. They will have a clear idea which approaches, methods and tools they can use. The course discusses all aspects of business process lifecycle management: design, implementation, execution, and continuous improvement. Therefore it combines aspects of business administration and information systems theory. However, business process management is more and more considered a discipline by itself.

Requirements

All participants will be expected to write a paper about a potential business improvement initiative related to their professional experience and to present their cases to the class.

Course Materials

Business Process Change Management, Scheer, A. W., Abolhassan, F., Jost W., Kirchmer, M. (2003)

Business Process Automation, Scheer, A. W., Abolhassan, F., Jost W., Kirchmer, M. (2004)

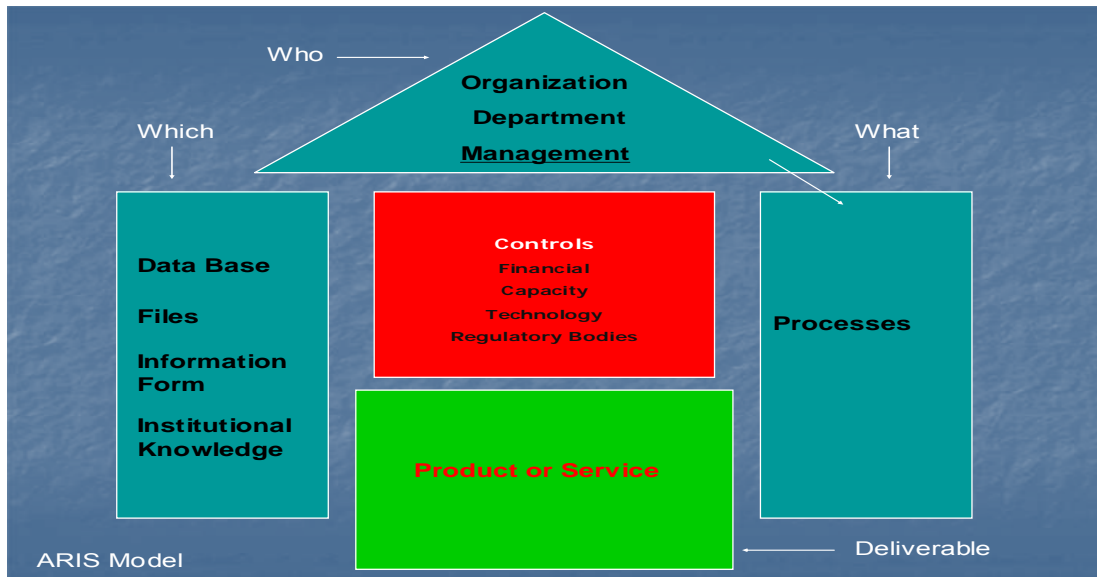
Course Deliverables

This course gave me a clear understanding of the complexity of many business processes; how to outline those processes so that all of the components or steps are recognized and understood; and how to analyze the various components or steps to see if there is a more efficient way of performing the process. Professor Kirchmer began the learning process by defining a business process using five variables: (1) Series of activities which are viewed as systematic; (2) Coordinated refers to a set sequence of activities; (3) Result of value for the client (internal or external); (4) Started through the client as a customer order (internal or external); and (5) Repeatable depending on the clients needs.

The next step is to define the elements of a process. There are six elements that need to be considered: (1) Activities to complete the process which are often determine by the control; (2) Controls which consist of time restriction, organizational unit interdependence, financial and other resources availability and regulating consideration both internal and external; (3) Resources refer to financial, material and human; (4) Organizational Units refer to the capacity of the employees to perform the action; (5) Technological ability, is the data, knowledge and technology to perform the process; (6) Deliverable, is the final output valuable to the customer.

In order to fully understand the steps and how they work together Dr. Kirchmer presented the Architecture of Integrated Information Systems (A.R.I.S.) model developed and used at his company IDS Scheer, (see Figure 3).

Figure 3. Architecture of Integrated Information Systems (A.R.I.S.) Model



The model consists of five integrated categories that ask the following in a process. Who is doing What, using Which Data, to get the Deliverable, under the given Controls? The answers to these questions are critical when developing a new or revising an existing process so that it is efficient and effective.

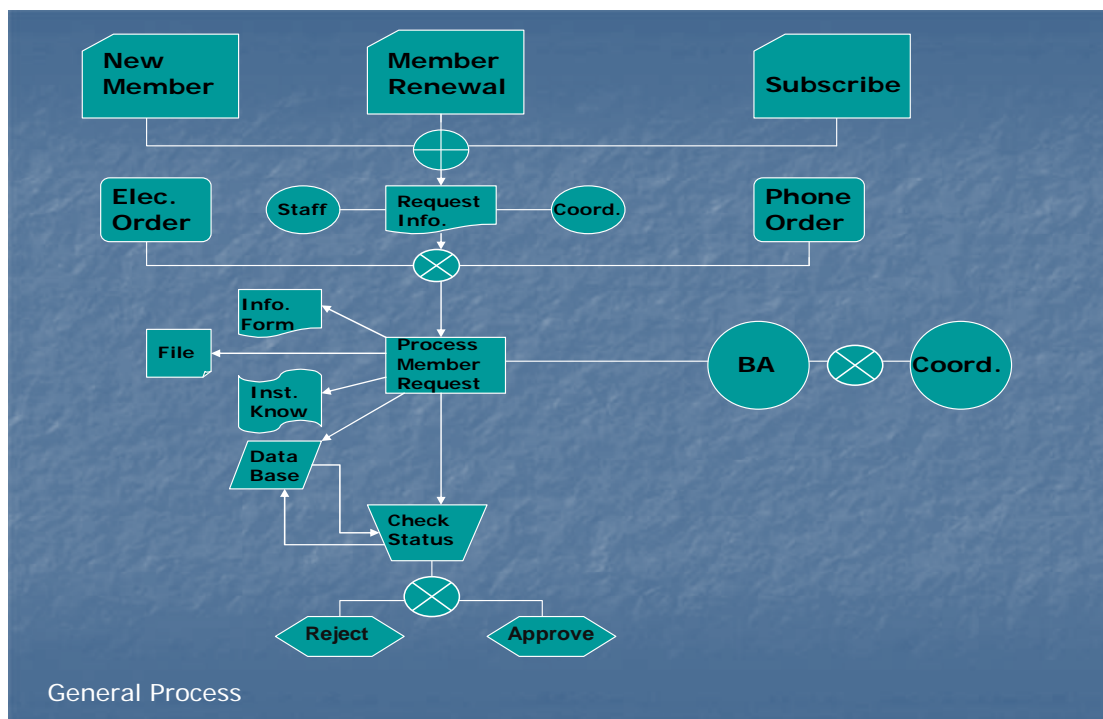
There are other variables that come into play when considering a business process. Among them is does the model agree with the strategic mission of the organization? This requires an exchange of information between the various levels of management. In order to facilitate this transfer or information Dr. Kirchmer introduced an organizational process model with three categories that describe three levels of management within an organization. In order to have a truly efficient and effective process there needs to be agreement and support from these areas since they all play a vital role in its success. The categories of the model are Management Process referring to who determines the overall strategic mission of the organization; Core Process describing who performs the actual production and services functions;

and the Support Process explaining who performs the organizations administrative tasks. Each of these areas needs to understand how their functions impact the organization as a whole. In order to fully understand the impact of process improvement and the steps to accomplish a successful implementation each student was assigned the task of taking an existing process we were familiar with and analyzing it for efficiency using the A.R.I.S. model. I chose the department I was working in and the customer service aspect of the area. The analysis and final outcome are as follows.

Services and the Process

There are three primary services the Real Estate Center provides, New Memberships, Renewal Memberships and Subscription Services. All three can be initiated by telephone, fax, e-mail, and standard mail, (see Figure 4).

Figure 4. Services and Process

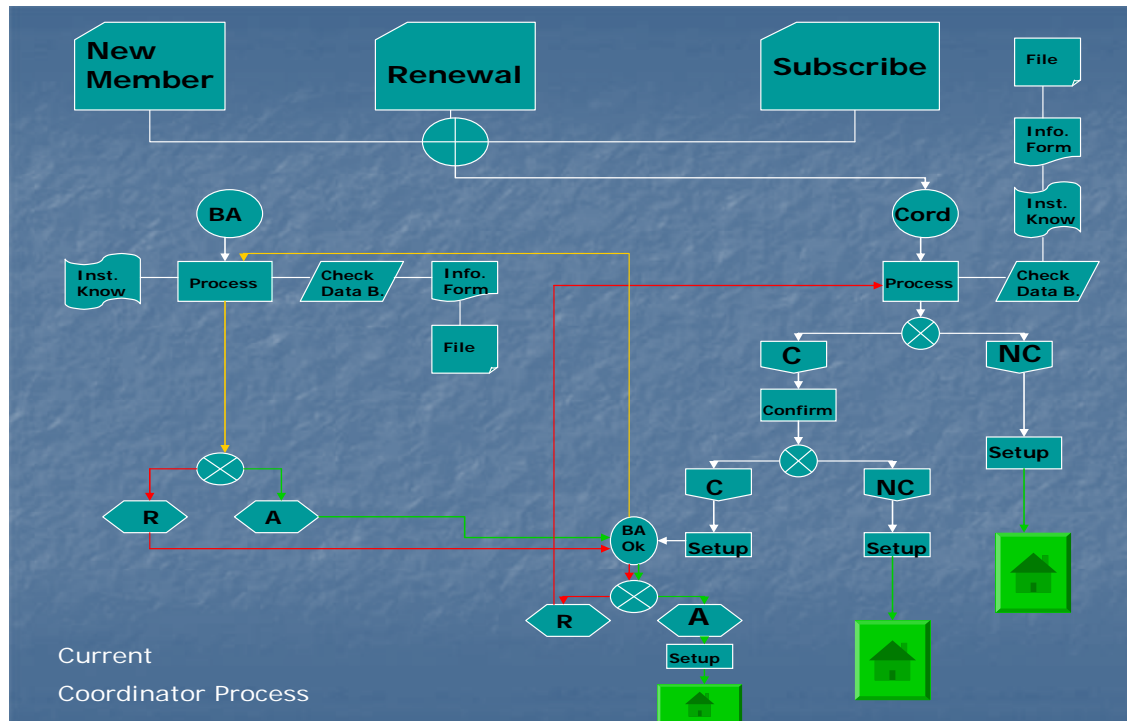


Typically a staff member will receive a communication; the information is then relayed usually in some written format, to either the Coordinator or the Business Administrator (BA) for processing. Who gets the request is currently determined by what the request is for, and who is available at that time. If it is a standard, non complicated request it should go directly to the Coordinator. If there are special circumstances, primarily financial, it would normally go to the BA first. In either case, once the request is received and verified the data sources are checked to confirm existing information or process any updates. Two primary data sources for member information are the member data base and the member files. Both sources should mirror each other and must be checked with each request. There is also institutional or personal knowledge that certain staff members have because of their experience with a particular member firm. The type of request will determine the extent of the research into the member firm that is needed. Once the member data has been checked the request is either processed or not processed depending on the outcome.

Current Coordinator Process

A step by step review of the current Coordinator Process shows the following components: Receive request; Check Data Sources; Confirm Complex or Non Complex; Setup as needed; Non-Complex is delivered; Complex is sent to BA for review and approval; Complex is returned either approved or rejected; Approved is delivered; Rejected is sent back to processing for further action, (see Figure 5).

Figure 5, Current Coordinator Process



We can also drill down further into the Coordinator process by taking a detailed look at the Setup as needed process. As presented, there are a number of additional tasks that must be completed in order to produce the deliverable in all of the cases. There is also a great deal of consistency in the types of tasks needed regardless of the deliverable (see Figure 6).

Figure 6 Setup Detail

			Generate Invoice	Send Invoice	Update System	Receipt Funds	Create Trans.	Copy All	To Gifts	Make File	Copy to File	
New Member	Inv. & Check	C				X	X	X	X	X	X	🏠
		N			X	X	X	X	X	X	X	🏠
	Check No Invoice		X		X	X	X	X	X	X	X	🏠
	No Inv. No Check		X	X	X							
Renew Member	Invoice	C				X	X	X	X		X	🏠
		N			X	X	X	X	X		X	🏠
	No Invoice		X		X	X	X	X	X		X	🏠
			X		X	X	X	X	X		X	🏠
Subscr.	Invoice	P			X	X	X	X	X		X	🏠
		B	X	X	X							
	No Invoice		X		X	X	X	X	X		X	🏠
			X	X	X							

Current Challenges

I then examined the challenges we face with the processes and tools currently used. First, we have no internal Standardized Request Form. This means that requests are submitted in whatever method happens to be convenient at the time such as a forwarded e-mail, telephone message written on a note pad, etc. While often times all of the information needed to complete the request is provided, there are occasions when it isn't. This also leads to inadequate or inconsistent record keeping. Second, we rely too much on personal institutional knowledge about how a transaction has been handled for a particular member in the past. This can lead to inconsistency in procedures, and a very unprofessional appearance to our members with regard to

internal communication. Third, our current database is outdated. When it was first designed it was state of the art, now it is just functional. We at times experience unexplained system glitches, such as disappearing updates to information. The database is also not upgradeable which means we can't take advantage of the improved features that are available with many newer CRM databases. Finally, the system is too specialized; we can not use our in-house IT staff for upgrades and maintenance. The fourth and final challenge we are facing is basic process inefficiency.

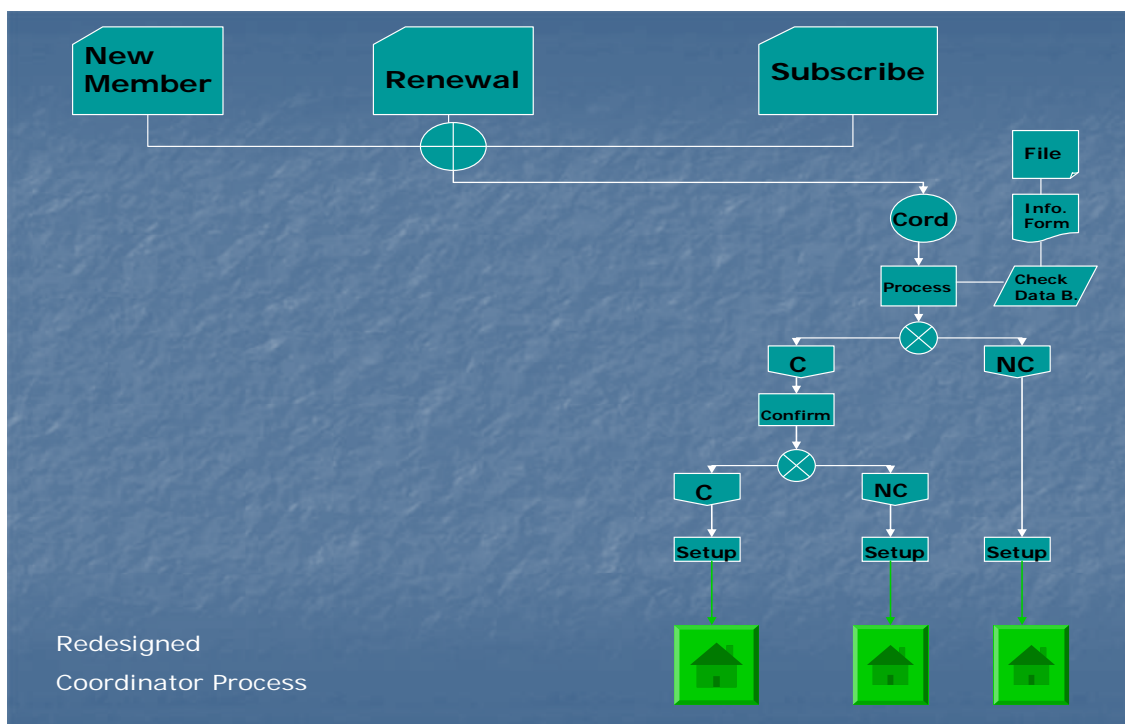
Potential Solutions

To address the current challenges I recommended the following redesign features: First, implement the use of a Standardized Request Form. An industry standard model can be used as a template and tailored to our specific needs. This will eliminate request inconsistency and reduce the potential for missing information. The dependency on personal, member and firm knowledge, can be eliminated by documenting all "Special Circumstances" in the files and the data base. This will insure that the same accurate information is available to everyone at all times. The database concern can only be eliminated by purchasing a new database. An industry standard CRM model tailored to our specific needs is an optimal choice. This will give us the technological efficiencies we need, with the ability to upgrade as warranted. Finally, redesigning the workflow process will give us greater efficiencies in staff and technology use.

The redesign will involve new responsibilities for staff that will require additional training and an increase in overall job knowledge. Another positive by-

product of this redesign will be increased staff self worth. Whenever one is able to increase their own knowledge and abilities they feel better about themselves, and the contribution they make to the team. Looking at the redesigned coordinator position we see that with the BA approval process eliminated, there is a decrease in the turn around time in getting the deliverable to the member. It also allows the BA the opportunity to concentrate more heavily on other areas, (see Figure 7),

Figure 7. Redesigned Coordinator Process



Process Redesign Results

Acquiring the correct tools and redesigning certain processes will insure that we will be able to continue to provide the highest level of service to our members. The new data base will effectively give us a stable, efficient and upgradeable mechanism for storing and processing our member information. By redesigning the actual processes used to service our members we have increased process efficiency. Process

efficiency ultimately results in customer deliverable and bottom line efficiencies. These revised processes have also resulted in a staff that is more knowledgeable, competent and confident. Finally, by reducing or eliminating the reliance on personal knowledge we have ensured that everyone has access to the current information needed to service our members accurately.

This course played a key role in helping me make recommendations to improve our customer service process by helping me understand the steps in process analysis and change implementation. I am a better manager for it because I have a better understanding of process analysis in general. I will be able to take this knowledge with me where ever I go and be able to present it in a positive proactive manner.

CHAPTER 5

ORGANIZATIONAL COACHING

In this chapter I describe DYNM 641 The Art and Science of Organizational Coaching taught by Dr. William Wilkinsky. I completed this course in the Fall 2006. The course syllabus (Appendix E) describes the objectives, requirements and readings as follows:

Objectives

Coaching has become a primary tool for consultants, human resources professionals and administrators interested in promoting and sustaining leadership and executive development, behavioral change, and role transition. This course explores the theory and practices associated with organizational coaching. We examine and practice the steps of the normative coaching process, the issues and boundaries that affect coaching, and pitfalls to avoid.

Throughout the course, we will contrast what the theory says and what practitioners in the field have actually experienced. Major foci include the critical nature of gathering and using data, observation tools, internal verses external coaching, informal verses formal programs, and coaching for development verses for corrective action. Participants will engage in coaching processes in the classroom and in their own organizations.

Requirements

Readings, participation in class discussions; participation in a coaching project including data gathering, analysis, feedback and action planning. Create a mock

proposal for the development of a coaching model/program for their organization.

Using a theoretical framework critique their coaching project.

Course Materials

LIFO, Discovery Workbook, Atkins, Stuart & Dahl, Eric (2006)

Coaching for Leadership, Goldsmith, Marshall & Lyons, Laurence (2006)

Coaching Made Easy, Leibling, Mike & Prior, Robin (2003)

Course Deliverables

The first lesson I learned from Dr. Wilkinsky is the difference between coaching and mentoring, I had always thought the two terms were synonymous. Dr. Wilkinsky explained that in a mentoring role the mentor is the expert in the given area. In contrast, in a coaching role the person being coached, the “Client” is the expert in the given area. Therefore, the relationship is a client focused where the coach enables the client to come up with the necessary answers to resolve issues. These definitions of coaching and mentoring are confirmed by Angus McLeod (2004),

Coaching is a facilitative process, stimulating and challenging a coachee to new perceptions about their current issues (and goals) with a clear target in focus. A facilitative process means that the coach does **not** provide answers and solutions, but stimulates the coachee to find new and motivated thinking to meet their goals.

By, contrast, mentoring is a process of “show and tell” but still concerned with current issues and future aspirations. Mentors are often colleagues or retired colleagues with considerable knowledge of the sector and the internal politics.

It was recommended by Dr. Wilkinsky that before entering a coach/client relationship the roles and objectives of both parties should be clear and agreed upon. A contract that outlines what the roles, rules, objectives and timelines are should be drafted and signed by both the coach and the client. The contract provides a formal means of measuring expectations, goals and progress for both the coach and the client.

Dr. Wilkinsky also stressed the importance of knowing what the organization's motive is for bringing in a coach. He emphasized that the primary goal of a coach is to help the client; in order to successfully accomplish this there must be a level of trust between the client and coach. If the organization is only going through the coaching process in order to say they have exhausted all efforts to help the employee improve their performance, with their actual intent being to terminate the employment, the coach should either not take the assignment or let the employee know they stand.

In Dr. Wilkinsky's opinion not all coaching offers are worth taking, and the integrity and reputation of a coach is determined to a great degree by what they are and are not willing to do. I personally found this commitment to integrity very admirable. I believe there are too many instances in today's business climate when the only thing being considered in decision making is the effect to the bottom line regardless of the impact to the customer. I have personally witnessed situations where it was recommended that a coworker seek professional help in order to upgrade their skills. I discovered that the true motives of management were to be able to say they had explored all possible avenues for improving the performance, could not, and had to let the employee go. When management's true motives became general knowledge

it was devastating to the employee and to the morale of the remaining staff, primarily because of the methods used.

According to Dr. Wilkinsky most organizations use coaching as a tool to address performance issues, in an advisory capacity to management on high level decision making, and for political advancement. His position is confirmed by Liebling and Prior (2003) who noted, “Coaching is a cost effective, efficient way of supporting people’s development and growth. Unlike a training course, coaching is flexible in its timing and an integral part of the day, providing exactly what is wanted, where and when it is wanted.”

Implementing a successful coaching program in an organization can be costly. Many organizations restrict coaching to those employees who they feel have the potential and desire to lead. From an organizational perspective there must be a foreseeable return on investment from the individual and a return on effort from the organization.

Goldsmith and Lyons (2006) present 10 steps or questions to ask that can help to facilitate a positive coaching experience for the coach and the client organization. These are as follows:

1. What is the company strategy? The purpose of executive coaching should be to align the leader’s behavior with what is required to realize the business strategy. Knowing the organizations objective makes formulating a successful coaching strategy much easier.
2. Does your senior team support coaching? The CEO and other senior leaders must see coaching as a means to improve the performance of high potential leaders. If

coaching is not supported by the senior management the chance for its success decreases significantly. It is imperative to have senior level support so that the organizations objectives and the coaching objectives are aligned, the financial resources are made available and the employees recognize the importance of the project.

3. Who will participate and who will decide? While every leader can benefit from coaching limited budgets usually do not make this possible. Therefore, only high potential employees are selected. This also sets a consistent criterion for selection.
4. What coaching methodology will you use? There are two basic coaching methodologies. The psychological approach seeks to find out why individuals behave like they do by concentrating on personality types or personal experience issues. The Behavioral approach is based on people behave a certain way due to their interactions with friends, associates and co-workers overtime. Goldsmith and Lyons (2006) suggest that the psychological approach has been the most productive.
5. Are you interested in feedback or coaching? Feedback usually consists of week long sessions conducted off site, where leaders engage in exercises and receive feedback from their team mates and counselors about their behavior during the session. Coaching involves gathering information about the client's behavior usually through interviews, setting specific and measurable goals for the client usually over a six to eighteen month period.
6. What is your success measure? The only success in coaching is if the client has changed their behavior.

7. How long is the coaching process? The coaching process must have defined goals and a defined time period. The ideal time period allows for the behaviors to be changed and to be reinforced. Twelve months is usually enough time to ensure change and reinforcement.
8. Who will your coaching provider be and why? Things to consider when selecting a provider are how global and reachable are they and is there performance guarantees? Do they provide dedicated coaches or are they networked? What is the overall cost?
9. How personally will you be involved in the coaching process? You should require a summary of the assessment report at the beginning of the process and at least quarterly updates from the coach.
10. How will you use the findings from coaching to benefit the organization? Large scale coaching projects give you the opportunity to use the coaching feedback to improve the overall process of developing leaders.

When the coaching process begins the coach needs to determine what the factors are that cause the client to make the types of decisions they do. This involves some sort of personality analysis. We were presented various assessment questionnaires that asked a series of questions on how an individual would handle or viewed specific situations. The responses are evaluated and a personality classification is assigned. The instrument we used to evaluate the answers was called Life Orientations (LIFO) (Atkins & Dahl, 2004). LIFO is a tool designed to help people improve personal productivity by understanding more about themselves as individuals and leaders, as well as understand others which helps to facilitate improved interpersonal

communication and team building. LIFO has four Orientations to Life or personality types described briefly as follows. The Supporting Giving type represents a person whose philosophy is “if I prove my worth by working hard and pursuing excellence the good things in life will come to me”; primary goals are to prove worth and to be helpful; strengths are principled, cooperative, dedicated, pursue excellence. The Controlling Taking person’s orientation is “if I can get results by being competent and seizing opportunity the good things in life will be there for the taking”; primary goals are to be competent and get results; strengths are persistent, initiating, urgent, directing. The Conserving Holding philosophy is “if I think before I act and make the most of what I have, I can build up my supply of the good things in life. I value reason”; primary goals are to be careful and get it right; strengths are systematic, analytical, maintaining, and tenacious. The Adapting Dealing philosophy is “if I please other people and fill their needs first, then I can get the good things in life I’ve wanted all along”; primary goals are to know people, and get along; primary strengths are empathetic, tactful, flexible and enthusiastic. According to Atkins and Dahl (2004) while people change from one of these orientations to another depending on the situation each person has one dominant orientation.

In order to gain experience coaching we were each assigned a partner and given the choice of being the coach or the client. The assignment also included going through the standardized steps of a coaching relationship: finding out what particular area the client wanted coaching in; data gathering; data analysis; providing feedback and feedforward to the client; and action planning to help the client achieve their goal. I have attached a copy of the exercise (see Appendix F).

This course showed me just how difficult it can be to take on the role of coach versus manager or mentor. I often found myself wanting to give advice instead of letting the client work out the situation personally. As a manager I have often been the “expert” in a given area. To alter that role and not give advice is one that took some time and a conscious effort to get accustomed to. I found this exercise to be one of the most rewarding because it gave me a foundation for helping people help themselves. I believe that a good manger finds ways to empower staff when they can. This can lead to increased self confidence in the staff members and an overall more effective, efficient and motivated staff.

Overall this course helped me to recognize a great deal about myself as a manager and a person. It also gave me another means to enhance the greatest assets I think a manger can have, that being the ability to empower and motivate others. In addition, it reaffirmed for me that sometimes the best ways to help someone is to help them help themselves.

CHAPTER 6

COURSE INTEGRATION

In this chapter I describe how the integration of the courses I have taken has enabled me to see business management from a much broader perspective. Each of the courses I have completed has enhanced my knowledge and ability to manage more effectively in a given area of business. Collectively they have enhanced my competencies to be a more complete, successful manager. This new vantage point has allowed me to more fully appreciate how business units that work collaboratively better understand each others roles and the impact they have on the organization as a whole.

The MSOD curriculum required four foundation courses, four application courses and one methods course. I selected my foundation courses with the goal in mind of building a solid base for understanding employee actions and interactions within an organization. This involved understanding that different cultures, religions and socio economic factors play a major role in how people view and react to different situations. I am more convinced now than ever that a successful manager needs to be aware of how these variables affect the thoughts and motivations of their staff, and that this awareness impacts performance.

My foundation courses were DYNM 630 Business Process Excellence; DYNM 687 Cultural Influences on the Workplace; DYNM 600 Managing Diversity in the Workplace; and DYNM 676 Human Rights in the Global Market Place. The course names seem linked with the exception of Business Process Excellence, in terms of a diverse workforce and the impact it has on the work environment if not understood

and managed effectively. What may not be evident is that if a manager does not have the proper skill and training to manage the personnel, even business process may not be completely understood and managed towards excellence. I believe the integration of business fundamentals and understanding social orientations can lead to a more productive and satisfied work force and work environment.

I chose my application courses bearing in mind that an integrated business fundamentals and social orientation management philosophy was my goal. The courses I selected were DYNM 664 Organizational Culture and Learning; DYNM 629 Organizational Consulting Pro Seminar; DYNM 641 The Art and Science of Organizational Consulting; and DYNM 612 Mastering Organizational Politics. Each of these courses dealt with an aspect of understanding the organization, its employees and how one might effect positive change. Understanding and facilitating positive change in an organization is as much about listening as it is about doing anything else.

Coaching requires one to take on the role of facilitating change by helping the experts, in this case the employees, decide what the best solution to a problem is. This is in contrast to mentoring where the mentor is the expert and suggests solutions to resolve the problem. An effective manager needs to be able to discern which role is needed and when. Once again, the link between these courses is to understand the organization, know your role in it, and be able to effectively communicate your needs. Combined with my foundation courses I now have a much more diverse skill set.

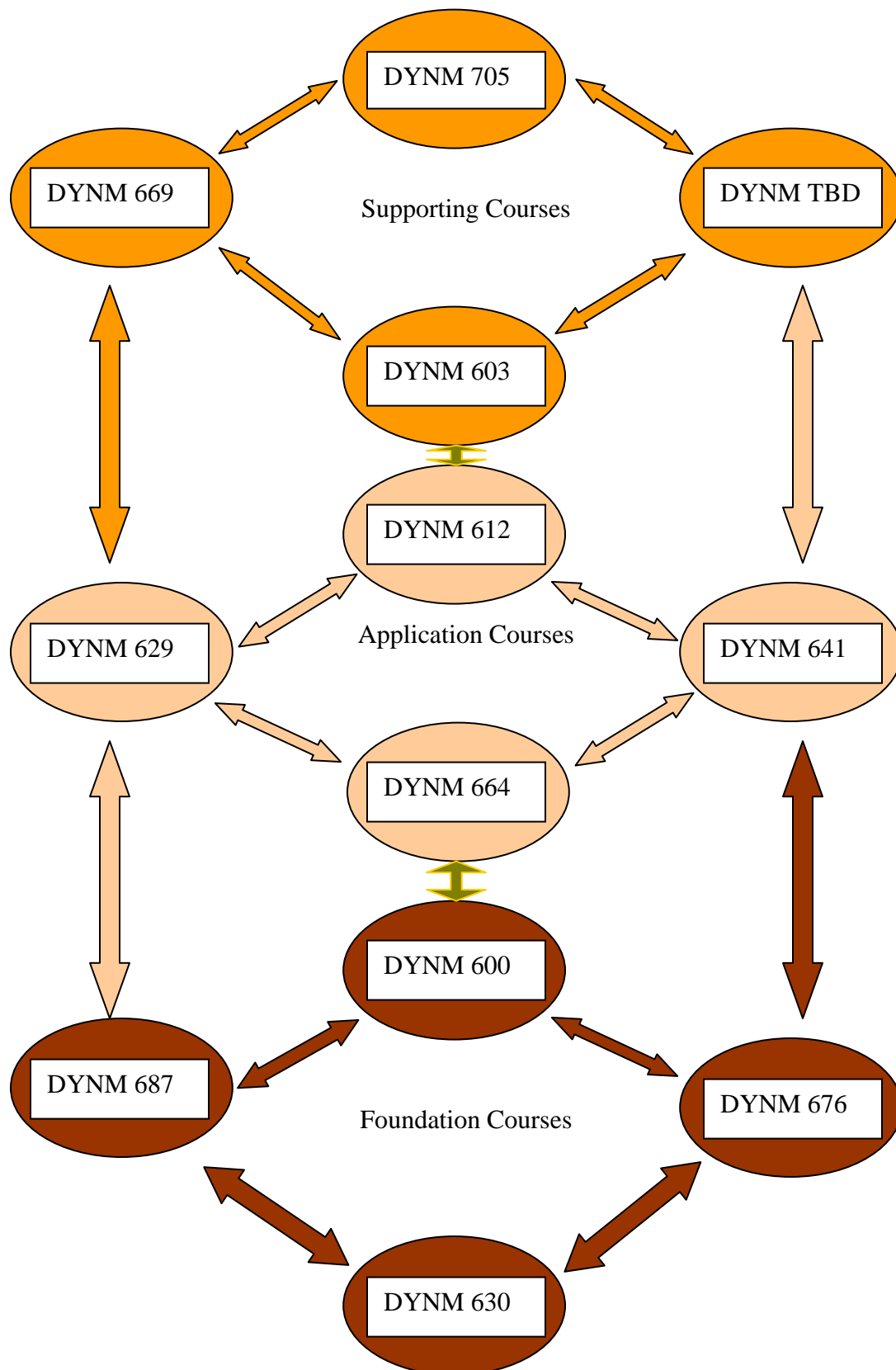
Managing involves making decisions to accomplish specific goals. Accomplishing goals often requires building alliances or networks to gain access to limited resources. In order to gain access to these resources a manager must know the

political environment of the organization and how to navigate it as well as the business strategy and those charged with carrying it out. Attaining this knowledge requires listening, watching, and communicating with all levels of the organization, as well as understanding the relationships between the levels.

Understanding the impact that one action has on another requires effective two way communication and knowledge of the other area. Two way communications involves two or more parties successfully exchanging information. If there are cultural, language or other barriers that exist, either perceived or real, that prevent effective communication then there is in no worthwhile exchange of information. Exchange of information is a vital component to understanding and possibly revising a process to achieve excellence. Communication and understanding the process and those involved in the process is the link between the courses.

All of the courses I selected work as a knowledge team for me. The specific situation determines which course has more impact at a given time. Figure 8 presents the courses, the requirement categories they are applied to and how they link to each other for me. A description of each of the courses is included (see Appendix G). The key for me is recognizing that the courses work together to form a complete management tool.

Figure 8. Organizational Dynamics Course Integration Model



I believe in today's markets product and service diversification is minimal when compared to the number of providers of these various products and services. This increase in competition in most industries reduces potential market share and requires many organization to look for other ways to increase their bottom line. Having an employee base that understands the full effect of their actions and that of their co-workers as they pertain to the organizational mission can produce product and process efficiencies. Increased efficiency can translate to lower overall costs which in turn can translate to an increased bottom line.

I propose that in today's global market place the successful organization will need to fully analyze itself as well as its market to become or remain successful. The results from these analyses will need to be communicated to the workforce so they understand and embrace the changes needed to. In order to achieve these objectives managers must have the training that enables them to be sensitive to the thoughts, needs and ambitions of their employees, as well as an understanding of how the various levels of the organization must work together to achieve the organizational goals in the most optimal manner.

The course integration model (see Figure 8) shows how the courses work together to form a complete management tool for me. Each course just like each area of an organization has an individual objective and level of effectiveness. However, when the individual components are viewed and managed as a complete unit the courses and the organization can operate with greater efficiency and effectiveness.

The Organizational Dynamics program has been instrumental in helping me recognize that effective business management consists of bottom line management as

well as recognizing the impact the psychological aspects of the employee/organization relationship has on the business. I believe this management philosophy combined with the belief that organizations are better served when there is an integrated understanding and approach to operations set me apart from other applicants and were the keys to me securing the new position I hold.

In June 2007 I applied for a Business Manager position at one of Philadelphia's major university's. I had been working at another Philadelphia university for more than 13 years and was exploring other professional options. I hoped to find a position that gave me the opportunity to grow professionally and to apply what I had learned in the Organizational Dynamics program. After completing an online application I was contacted by the prospective employer who asked me to call the hiring manager for the area. I contacted the hiring manager and we discussed the position, my experience and future professional aspirations. A few days later I was contacted again to schedule a personal interview with the Dean of the school.

When I arrived for the interview I was prepared to discuss my business management and financial experience. As expected, those types of questions were asked and I was confident that I answered them clearly and concisely. Indeed, I was subsequently offered the position.

However, I believe that qualifications beyond my financial and management competencies and experiences contributed to receiving this job offer. The Dean stated that the school was going through significant process conflicts and staff changes, and that the school needed administrative leaders who could set standards and guidelines that would meet the demands of the school and faculty as well as take into consideration the

size and overall ability of the staff. She indicated that this has been tried before and was unsuccessful because the prior managers left before the process was completed. She also mentioned that the staff and faculty were very frustrated with what seemed to be a never-ending cycle of temporary change. She asked me what my management philosophy was and what experience I had facilitating responses to such a need.

I described the Organizational Dynamics program. This led to a 90 minute discussion about the nature of the education and curriculum, how it reinforced some of my management techniques, and how it gave me a new perspective and set of personnel management tools to use moving forward.

Generally I explained that I believed that effective managers need to access and understand an organization's financial position as well as the employee's professional abilities and desires. I emphasized that I believed the greatest resource an employer has is their human capital. Some organizations need to look within and analyze how they do business with their internal customers in order to find potential solutions to external problems. I outlined how an effective process change initiative should include all of the areas the change will impact so that everyone is a part of the solution. I emphasized that at times managers need to take on the role of a coach and let the staff find the solutions to the problems they face.

As part of the extended discussion, the Dean noted that the school was in need of guidelines for basic business processes such as grant management, payroll submission for faculty, adjuncts, students and staff, ordering supplies and other daily operational needs. Not having any guidelines, she said, has caused a great deal of inconsistency in how and

when things are done which has led to an overall lack of confidence in the administrative area by the faculty, staff and the university central administrative team.

I responded that the first step I would take would be to examine the current state by seeing exactly how these processes are now being handled. There may be some things that we could not control because they are university dictated policies. I would then like to meet with her and the other administrators and faculty to determine objectives, concerns and priorities. Ideally I would meet with the entire staff at once but that might not be realistic or manageable. Therefore, in order to get representation from each area I would suggest that the areas have individual meetings to discuss and list their concerns along with potential solutions. Each area would then send two representatives to a larger meeting where we could list and discuss all of the concerns and potential solutions. We would then prioritize the concerns with the barometer being what would have the greatest impact on the school as a whole. This would eliminate anyone thinking the motivation behind the order was subjective or personal.

She then asked how I would you choose the best solutions and work to start implementing the changes. My response was that because I am the newest member of the team and have the least knowledge of exactly how the school and the university works I may not be the ideal person to select the best solutions at that time. I told her that I do think I could potentially bring a different perspective to the situations that may help in the selection. In addition, I explained I believe for change to be effective and long lasting it must affect the thinking of those charged with implementing it. The employee needs to understand and accept the change. That it not to say they have to like it; they need to understand and accept it. I believe a good way to accomplish this is to make them a part

of the entire process not just the discovery phase. I have learned that when employees believe they are a part of a process they begin to own that process. Ownership usually translates into commitment and a committed team has a better chance of succeeding.

She asked how I would you handle those individuals who don't see the entire picture and only concentrate on their own agenda. I responded that I think an empowered work force can be a more efficient and effective workforce. I also believe that knowledge is power. We need to be able to illustrate exactly how the different areas work together to accomplish a common goal. When an issue is framed this way people have a chance to see how their actions can affect the process as a whole. This new understanding will hopefully change the "me" mindset to a "we" mindset. If this fails there is always the last resort of a mandated change by senior management.

My job interview allowed me to show how I had integrated the coursework of Organizational Dynamics into my professional life. I was able to use techniques from my course in administrative decision making to help explain how to determine what the problem actually is. The coaching class allowed me to explain that the manager is not always the expert and therefore not always the best person to solve the problem. Strategies I learned from the organizational politics class facilitated me explaining how some of the political backlash could be avoided and how having all of the players involved at the onset increased the chance for a successful change. Overall, the fact that I understood that business is more than just the bottom line and I had a plan, the tools and education to address the issues with that in mind secured this position for me.

Conclusion

The Organizational Dynamics program has provided me with a framework to move forward in my professional career and my personal life. All of the courses I have taken and the lessons I have learned from them were used almost immediately in my professional as well as my personal life. I have grown tremendously as a person and as a manager. This is primarily because I have learned to see things from other vantage points; this has opened up a whole new world for me in many instances allowing me to be a more diverse thinker, planner and manager.

Recognizing and understanding the importance of internal relationships in an organization can bring success to that organization. Understanding that relationships can facilitate moving organizations and individuals towards the path of success if managed correctly or failure if managed incorrectly is an immeasurable tool to have.

The lesson for me has been very straight forward; sometimes the greatest variable to effect success is oneself. The challenge is to recognize and change from within first, and overall change will follow.

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APPENDIX A

COURSE SYLLABUS

SUMMER 2006

COURSE: DYNM 600: Managing Diversity in The Workplace

FACULTY: Dr. Elijah Anderson

PHONE: 215-898-6721 E-MAIL: eanderso@sas.upenn.edu

This seminar will focus on the social nature of race, ethnicity, and lifestyle relations in the workplace, assessing implications for the resulting organizational culture and management issues. The workplace is the intersection of many individual experiences and biases, particularly those surrounding the personal issues of race, ethnicity and lifestyle. One's capability for managing and being managed are profoundly affected by how clearly one is able to understand one's own biases as well as those of others. A main objective of the seminar will be to increase one's ability to understand and manage diversity in the workplace by investigating: (1) how distinctions manifest themselves in organizations; (2) how the same behavior can be viewed differently, depending on experience and culture; (3) the meaning of dominant and minority groups; (4) the workplace as the same or different from society in general; (5) risks of assuming that differences are being understood, when they are not; (6) the nature of stigma and its implications for the workplace.

(BP)=Bulkpack

(B) = Book

Week 1. Introduction to “Managing Diversity in the Workplace”

Discussions of objectives of the course. Folk and scientific ethnography defined.

Ethnography as a way to study diversity in the workplace. How to do it. How to listen.

How to observe work life. How to ask questions. How to listen. How to make sense of it all and write it up. Can this method serve managers and workers in the organization?

How?

Next Assignment: Read Harriet Beecher Stowe, *Uncle Tom’s Cabin* (B)

Week 2. The role of American Slavery.

Origins and foundational considerations for the present-day workplace. What is the relationship between then and now? The concept of stigma.

Next Assignment: Read Erving Goffman, *Stigma* (B) and Anderson, “*The Social Stratification of the Black Executive*” (BP)

Week 3. What is Stigma? How does it operate in everyday life?

Is Goffman’s conception applicable to the work settings of present day organizations? Is “stigma” an issue for everyone in the organization? For whom is it not an issue? What implications do social movements, social change, and governmental policies have for society’s definitions of stigma? What social angle does it provide for perceptively observing life in the workplace?

Next Assignment: Read “*Racism and its Remedies*” by Ezorsky in *Racism and Justice: The Case for Affirmative Action* (B)

Week 4. Viewing of “Eyes on the Prize”

Next Assignment: Read “*Criticisms of Affirmative Action*” and “*Documents*” Parts II and III of “*Racism and Justice: The Case for Affirmative Action*” (B)

Week 5. Discussion of the American Civil Rights Movement. What was it? What were its Goals? Were those goals achieved? What were the consequences for the American workplace?

Next Assignment: Read Robert Redfield, *“The Social Organization of Tradition”* (BP)

Herbert Blumer, *“Race Prejudice as a Sense of Group Position”* (BP)

Week 6. How does the concept of “stigma” relate to Redfield’s concept of “the little tradition” and “the great tradition.” How are these ideas relevant to our understanding of the modern workplace?

Next Assignment: Read Chapter 3, “Efforts against Prejudice” by Pettigrew (BP)

Week 7. How does stigma relate to various forms of prejudice? Is this a necessary evil of our society? Should managers try to deal with the issue? Should organizational policies be instituted to deal with such issues? How is it to be defined in the everyday life of an organization? What specific actions should be taken by managers and supervisors when prejudice is discovered in the work setting? How closely is employment discrimination linked to prejudice? Is prejudice really just a function of one’s “sense of group position,” or is there more involved?

Next Assignment: Read Rosabeth Moss Kantor, *Men and Women in the Corporation* (B)

Week 8. What has been the primary effect of “Affirmative Action” in the workplace? How has it worked? How does it work in the everyday affairs of the organization? Promotions? Hiring’s? Firings? On what grounds can such practices be justified? For whom? For how long? How does “gender” operate in the workplace? What does gender have in common with race within organizational settings?

Next Assignment: Work on ethnographies. Come to class prepared to discuss ethnographic work. Come prepared to share problems, solutions, insights. Read Julie Matthaei and Teresa Amott, “Race Gender, Work: The history of Asian and Asian-American Women (BP)

Week 9. What does the future hold for American race and ethnic relations? For diversity in America? What will be the nature of the US workplace by the year 2000 and beyond? What new kinds of management problems will emerge?

Next Assignment: Read Elijah Anderson, *Code of the Street* (B)

Week 10. How does American society go about assimilating the underclass into the American workplace? Does the policy of “welfare to work” hold any promise? What are some of the implications of *Code of the Street* for the American city, and thus for the American workplace?

Presentation of results of ethnographic work and a “wrap up” of the major themes of the seminar.

Week 11. The Cosmopolitan Canopy: Race relations in Everyday Life

Week 12. Conclusion: The Cosmopolitan Canopy: Race relations in Everyday Life

APPENDIX B

MASTERING ORGANIZATIONAL POLITICS AND POWER – DYNM 612

DYNAMICS OF ORGANIZATION PROGRAM

SPRING 2007 SYLLABUS

The purpose of this course is to explore, enhance and expand the participants' competence in using power and politics in organizational settings. Requirements are:

1. Four brief interviews with senior leaders in which the leaders are asked to define and exemplify the common political practices in their organizations (40% of grade)-see ("interview guide"). These interviewees can be from the students' own organization or elsewhere.
2. A presentation of a film clip or other video that depicts an issue of power or politics, as well as a brief, written summary (3-4pp.) of the issue as depicted in the film. (20% of grade).
3. Significant participation in class....this requires regular, PROMPT attendance and preparation (10% of grade). You can not pass this class with more than ONE absence, or repeated lateness.
4. A weekly reviewed personal diary of political dynamics at work (10% of grade).
5. Three brief cases of original politics developed from the student's personal experience, interviews and networks (20% of grade).

<u>Session Date</u>	<u>Topic</u>	<u>Assignment</u>
1/19/07	Defining Org Politics and Power	In class exercise
1/26/07	Understanding the importance of Org Politics and Power	Bulkpack (BP)–Ratzburg, “Defining Org. Politics”, “Trust Study”,

<u>Session Date</u>	<u>Topic</u>	<u>Assignment</u>
1/26/07	First Interview Due Complete Org Character Index	“Politics Competency Architects Eldred, “A systems Perspective...”
2/2/07	Exemplifying Org Pol. & Power Complete Power Mgmt Inventory Complete Conflict Mgmt Inventory	BP–Smith, “Purpose & Power Field”
2/9/07	Analyzing Politics & Power Second Interview Due	First Case Study Due
2/16/07	Mastering Political Skills - Networking	BP-Complete Networking Skills Inventory
2/23/07	Mastering Political Skills - Negotiating Third Interview Due	<u>Getting to Yes</u>
3/2/07	Mastering Political Skills - Influence	<u>Influence</u> Second Case Study Due
3/16/07	Mastering Political Skills - Leading Fourth Interview Due	<u>Dinosaur Brains</u>
3/23/07	Mastering Political Skills - Followership	Third Case Study Due
3/30/07	Developing a Political Strategy	<u>Leading Quietly</u>
4/6/07	Guest Panel on Applied Politics	<u>Management of the Absurd</u>
4/13/07	Film / Video Presentations	

Appendix C

Senior Management Political Questionnaire

Interviewee:Position:Professional Background:

Question 1: How would you describe the history of organizational politics in your organization?

Answer:

Question 2: What is your own definition of organizational politics?

Answer:

Question 3: What does politics contribute in a strategic sense?

Answer:

Question 4: What are the positive benefits of well-understood politics?

Answer:

Question 5: What are the negative benefits of well-understood politics?

Answer:

Question 6: How would you teach politics to a young person?

Answer:

Question 7: If you could change anything about politics around here, what would it be?

Answer:

Question 8: What is the biggest learning mistake with this subject?

Answer:

APPENDIX D

COURSE SYLLABUS

Fall 2005

DYNM 630 Business Process Excellence: From Vision to Reality

Faculty: Mathias Kirchmer

Time: Monday evenings, 6.30 – 8.30 pm

1. Course Description

In the 90s organizations started to move from functional to process oriented organizational structures. Goal of this measure has been to increase customer and market orientation as well as flexibility of enterprises. In the 00s more and more organizations extended their focus from intra-enterprise processes to inter-enterprise business processes. It has become crucial for organizations to achieve business processes excellence in order to keep and improve their competitive advantages. The management of business process has become a key element of enterprise management. This trend has even increased since new process execution approaches, like Service Oriented Architectures (SOA) have been available.

In this course frameworks, methods and tools for achieving and maintaining business process excellence will be discussed using real live examples and case studies.

2. Course Objectives

Course participants will learn how to approach business process initiatives in their organization and how to implement a process oriented enterprise management. They will have a clear idea which approaches, methods and tools they can use. All participants will

be expected to write a paper about a potential business process improvement initiative related to their professional experience and to present their cases to the class.

3. Approach / Disciplinary Lens

The course discusses all aspects of business process lifecycle management: design, implementation, execution, and continues improvement. Therefore it combines aspects of business administration and information systems theory. However, business process management is more and more considered a discipline by itself.

4. Structure of the Course

Class 1:

- Definition of business processes
- Changing management paradigms: from functional to process based organizations
- Process based concepts: the Real time Enterprise, Adaptive Organizations, Agile Organizations
- The three tier architecture of business process based organizations

Readings: [1]: 7-10; [2]: 1-3

Class 2:

- The strategy definition of business process based organizations (1)
 - o The importance of innovation
 - o Defining products (market offerings)
 - o Identifying business processes
 - o Defining goals

Class 3:

- The strategy definition of business process based organizations (2)
- o Defining goals
- o Defining the business architecture
- o Defining the application architecture

Class 4:

- The process specification of business process based organizations (1)
- o Architecture to describe processes effectively
- o Process description methods
- o Developing business process blueprints
- o Case study

Class 5:

- The process specification of business process based organizations (2)
- o Tools for the process description and management
- o Reference models
- o The business process factory
- o Case study (cont.)

Class 6:

- The process execution of business process based organizations (1)
- o Transferring process blueprints into reality
- o Business process oriented implementation of ERP, SCM, CRM etc.
- o Next generation business process automation:

Service Oriented Architectures (SOA)

Readings: [4]: pp. 1-12; 29-37; 73-82; 141-158

Class 7:

- The process execution of business process based organizations (2)
- o Business process change management

Readings: [3]: pp. 7-14; 23-48; 63-80; 217-150

Class 8:

- The process controlling of business process based organizations (2)
- o Closing the process management lifecycle
- o Measuring key performance indicators
- o Methods and tools

Class 9:

- Business Process Governance
- o Definition
- o Design
- o Implementation and Execution

Class 10:

- Class presentations

Class 11:

- Class presentations

Class 12:

- Class presentations

Reading Materials:

[1] Scheer, A.-W.; Abolhassan, F.; Jost, W.; Kirchmer, M.: Business Process Change

Management. Springer 2003.

[2] Scheer, A.-W.; Abolhassan, F.; Jost, W.; Kirchmer, M.: Business Process Automation. Springer 2004.

The reading materials are selected to give background information on the discussed topics. They are not necessarily a pre-condition to be able to follow the classes.

Guest speakers will be included in some of the classes.

APPENDIX E

COURSE SYLLABUS

Fall 2006**DYNM 641: The Art and Science of Organizational Coaching**

Professor: William Wilkinsky

Dates: Thursdays 6:30 pm

Course Description

Coaching has become a primary tool for consultants, human resources professionals and administrators interested in promoting and sustaining leadership and executive development, behavioral change, and role transition. This course explores the theory and practices associated with organizational coaching. We examine and practice the steps of the normative coaching process, the issues and boundaries that affect coaching, and pitfalls to avoid.

Throughout the course, we will contrast what the theory says and what practitioners in the field have actually experienced. Major foci include the critical nature of gathering and using data, observation tools, internal versus external coaching, informal versus formal programs, and coaching for development verses for corrective action. Participants will engage in coaching processes in the classroom and in their own organizations.

Requirements

1. Readings
2. Participation in class discussions **(25% of Final Grade)**

3. Participation in a coaching project including data gathering, analysis, feedback and action planning

4. Written assignments:

a. Mock proposal for the development of a coaching model/program for their organization. **(25% of Final Grade)**

. b. Using a theoretical framework, a critique of their coaching project **(50% of Final Grade)**

Texts

Stuart Atkins, *The Name of Your Game*

Stuart Atkins, *LIFO Discovery Workbook*

Marshall Goldsmith et al., *Coaching For Leadership*, Jossey-Bass Pfeiffer

Leibling and Prior, *Coaching Made Easy*

Additional readings will be supplied at class sessions

Contact

Email: Athynws@aol.com

Telephone: 610.649.0440

Fax: 610.649.9991

Meetings: By appointment

Class Meetings

Session 1: Four W's: Who, Why, What and Where.

The introductory class session will begin to explore the course questions. What is coaching? What kinds of coaching are used in the business setting? Who is a candidate for coaching/who isn't? Who can be a coach? What skill sets does a

coach need? Why is coaching used as an intervention and does it work? What are the steps in a coaching relationship?

Assignment: In small teams, explore the coaching process from viewpoint of client, boss, subordinates and coach.

Readings: Goldsmith, *Coaching for Leadership*, pp. 3-76

Articles

Note: Re Goldsmith book: By the third class we sometimes take detours.

At a minimum, by the end of the class, pp. 3-130 and chapters 6, 11, 12, 15, 27, 22, 23, 27 and 29 will be assigned. Assignments will be made each week to coincide with what we're discussing and working on.

Session 2: Feedback and the Helping Relationship

Explore the dynamics of the helping relationship. In a learning simulation we will look at the two roles played in a helping relationship---person with a problem and person helping. Each learning simulation will be observed and feedback provided.

Readings: Goldsmith, pp. 103-130

Articles

Assignment: Mock proposal for the development of a coaching model or program for their organization. Handout describing assignment will be provided.

Session 3: Coach or Client

Complete the helping relationship process initiated the prior week. Explore the Jo-Hari window as a tool to explore the dynamics of feedback.

The remainder of this class will be used to form coach/client partnerships within the class. Partners will begin their coaching process with a chance to get to know each other a little bit better and begin to establish the parameters of their partnership.

Session 4: Data Gathering Methods for Effective Feedback

Discussion of structured and open-ended questionnaires, interviewing protocols, observational schema and non-invasive data sources. The goals of the coaching assignment, the needs of the client and the culture of the organization should drive choice of gathering tool(s). Presentations of team topics: Coaching from perspective of coach, client, boss and subordinates.

Readings: To be assigned

Session 5: Data Gathering, continued, and Contracting

The contract with the client specifies the parameters of the program. The contract identifies the coaching steps, data gathering process, and stakeholder roles.

Reading: To be assigned

Assignment: With client, establish goal(s) for their coaching program.

Session 6: Not a Man (or Woman) For All Seasons -- Know yourself.

Every coach will have her/his own style. Using Stuart Atkin's LIFO (Life Orientations) model, we will explore our styles and the implications to the coaching relationship. Building on strengths -- a coaching model.

Reading: *Discovery Workbook* and *Name of Your Game*

Due: RFP proposal responses

Session 7: LIFO, continued, and Collecting Data

Design/selection of questionnaires, interview protocols and other data gathering mechanisms will be the focus of this session. Explore the needs of the stakeholders that need to be addressed prior to or as part of data collection.

Readings: To be assigned

Final Paper discussion: Handout will be provided.

Session 8: Lessons From the Real World -- Guest Speakers:

There will be two or three classes in which we will have guest speakers. The content of these sessions will be:

- ☐ Panel of managers/executives who have been coachees.
- ☐ Panel of consultants who provide coaching services
- ☐ HR director who uses coaching as part of organizational tool kit

The actual dates of these sessions will be determined by the availability of the speakers.

Session 9: Collecting Data

Design/selection of questionnaires, interview protocols, and other data gathering mechanisms will be the focus of this session. Explore the needs of the stakeholders that need to be addressed prior to or as part of data collection.

Reading: To be assigned

Session 10: Lessons From the Real World Part II

Readings: To be assigned

Session 11: Analyzing Data and Planning Feedback Sessions(s)

In this session we will explore such data questions as . . . how do I organize the

information? Who gets the data? How much data can the client use? Who decides what is useful? How long should a feedback session last? What are the desired outcomes and products of a feedback session? How and when to move from feedback to planning?

Readings: To be assigned

Session 12: Action Planning and Pitfalls, Problems and Derailers

We will discuss helping the client develop a database action plan. We will also discuss ongoing coaching/support.

We will explore the various problems that may be encountered in the various coaching phases. Brainstorming ideas to moderate problem conditions and what the experts say will be explored.

Readings: To be assigned

Assignment: Prepare presentations of your coaching projects. Papers due in week 10.

APPENDIX F

Coaching Contract**(1) Primary Goals:**

Client: The primary goal for the client, Glenn is to be able to more readily recognize how he may be able to utilize what he has learned in the Organizational Dynamics program to possibly facilitate a career change. Specifically, determining what those other career options may be and how the program prepares him for them.

Coach: The coach, Omar Mitchell's primary goal is to help Glenn achieve his goal while maintaining a role of advisor, not director of the plan.

(2) Fee: Upon successful completion, as determined by the agreement between the client and the coach, said client will remit to said coach the sum of \$1 (One U.S. Dollar) and 1 20oz Diet Canada Dry Ginger Ale (Preferably Cranberry).

(3) Schedule: The coach and client will meet weekly on Tuesdays at 5:15 PM at the Inn at Penn. Additional meetings may be scheduled as is needed.

(4) Objectives:

- 1- Information gathering using personal assessment tools like Myers Briggs, LIFO, and observational information. Gather basic history information such as
 - Education, Employment History, Personal and Professional Goals and accomplishments.
- 2- Information Analysis – What does the information gathered say to Glenn about himself?

- 3- Develop a potential plan for Glenn to use what he has learned to determine professional growth path. – Time Frame & Actual Steps

(5) Completion Target Date: November 21, 2006

Signatures:

H. J. Omar Mitchell

Coach

Date:

Glenn

Client

Date:

Client Interview

Question: Think about how your career journey began. Did you make a conscious choice regarding your career?

Initially there were some outside influencers that played a major role. However, after I entered coaching I made the decisions to stay with it because of my love and desire to coach, mentor and educate teens.

Question: What led you to this choice?

I made the decisions to stay with it because of my love and desire to coach, mentor and educate teens.

Question: Would you make that choice today and if no, why not?

I am not sure. I love what I do. However, I am not as financially successful as many of my peers. While finance is not a total driving force it is a significant factor considering his age.

Career Timeline

1. My first job was from 1993 to 1995 when I taught and coached at The Petty School this is a boarding school. I fell into the job because of what I had done in college and some connections I had made. I planned on being there two years and then going to Graduate School.
2. From 1995 to 1997 I attended Graduate School at Virginia Tech.
3. In the summer of 1997 I applied for and took a swimming coaching / trainer job at Washington & Jefferson College in Pennsylvania. I left that job because of unfavorable working conditions and a better offer had been extended to me from the boarding school I had worked for from 1993 to 1995. The work, the environment and the salary offered were all more favorable at the boarding school.
4. In the summer of 1999 was offered a job at the New Canaan, CT YMCA as a coach. This was a conscious decision. I wanted a lifestyle change because I had either attended, lived in or worked in a school environment since 1985.
5. In the spring of 2000 applied for and was offered a coaching job at the Upper Main Line YMCA. This was a conscious decision to move to a more prominent program.
6. In August 2003 I applied for and was offered a job at the University of Alabama as an assistant coach. This was another conscious decision to move to a more prominent, nationally recognized program with all around better benefits and exposure. This was an ideal position for someone in my profession.
7. In August 2004 I went back to the Upper Main Line YMCA and am currently there. This was another conscious decision. I was looking for a more rewarding experience

and found it teaching younger athletes, teenagers in particular. I also wanted to get back to physical surroundings (Philadelphia) that were more familiar.

Data Gathering Interview Questions

1. Based on your knowledge of Glenn as a professional what do think is his greatest strength and his greatest weakness?
2. Based on your knowledge what if any other career could you see Glenn being successful in? What other career could you see Glenn being happy in?
3. Do you think that at this point in Glenn's career his future career decisions will be based more on potential financial success or personal fulfillment?
4. Do you have any additional thoughts or comments that would shed any light on what you believe would be a good career choice for Glenn?

Responses

Question 1:

S. L. – Glenn's greatest strength is that he relates well to people. He has strong interpersonal skills. People are naturally drawn to him. He has an ability to pull people together and get them to work together. His greatest weakness is that he is not very detail orientated. He has a good view of the "Big Picture" but the details to put it all together are not something he seems to be very concerned with. Glenn can also be very stubborn and sometimes need to pick and choose his battles better. Glenn also could improve on his follow through. There are times when he will leave things he is not completely comfortable dealing with sitting.

S. A. – Glenn greatest strength is his empathy towards people. He is very much a feeling person. He tested very strong in “Personal” on the Calipher personality test.

Glenn reads people fairly well and works well with different personalities. He is excellent with teens and young college students. He has the ability to be patient in situations the normal person would not. He is also very intelligent but has not tapped into all of the knowledge he has especially when it comes to figures. His greatest weakness is that he avoids confrontation at almost all cost. He tends to give up if the problem is very tough. This seems to be linked to the fact that he does not like confrontation.

Question 2:

S. L. – I think Glenn is happy coaching at his current level where there is community involvement. When he coached at the higher levels he wasn’t fulfilled. Being an influencer in the community is very important to Glenn. He could work in a corporate environment but wouldn’t be very happy. If he choose a corporate job he could be very good in sales, training, admissions counseling, HR recruitment and development. These types of positions would all give him contact with many people and allow him to utilize his interpersonal skills.

S.A. – I could see Glenn working in statistics or math which he is very good in but hasn’t fully tapped into. Working with teens and strategizing also seem to fit him. I don’t see a specific industry, but could potentially be marketing strategy or product management. I can also see him continuing with youth counseling. What ever

position he chooses he would have to bring value to the situation or he wouldn't be happy.

Question 3:

S. L. – Glenn will base his future job choice on personal fulfillment. As long as he is able to survive he would take the lower paying job if it makes him happy.

S. A. – While Glenn may complain about financial problems he will need to add value to what ever he does because the money alone will not suffice.

Question 4:

S. L. – There is a fine line between planning and not planning enough. Glenn will need to plan more if he is considering a career shift. He needs to better utilize the network he has developed. He has contacts that would readily help him if he were to ask or mention his goals to. This career change will probably not just fall into his lap; he will need to be a very active participant.

S. A. – Glenn has a lot to offer the world. He needs to realize that every job has its ups and downs and work through them. He needs to have more faith in himself and his abilities. After school he needs to work his way through this challenge.

Coach's Analysis

My clients name is Glenn N. he is a male in his early 30's. He earned a B.A. in Political Science in 1994 from Elizabethtown College. Glenn went on to earn a M. Ed in College Student Personnel in 1997 from Virginia Polytechnic Institute & State University. Glenn is currently a swimming instructor and coach for the YMCA. He has held similar positions at various educational institutions from the High School to the University levels since 1994. Glenn was willing to participate in this study for several reasons. First, this was a class project and he felt inclined to participate. Second, Glenn has been considering a possible career change. He felt that this would be a good opportunity for him to evaluate himself and hopefully discover how he could use what he is learning in the Organizational Dynamics program to help facilitate a possible career change. At the very least Glenn hopes to be able to get a better idea of what else he may be good at.

When Glen and I first decided to be partners in this exercise we discussed the roles we could play. We decided that because my work and life experiences were more diverse than his I may have the advantage from a coaching perspective. Glenn was also very interested in getting some help with some career decisions he is facing. In addition, we had chosen our current roles as those we preferred before the teams were put together. I specifically wanted to learn how to coach someone in the process of making a potentially life changing decision. I had always mentored in the past, using my experience to influence or guide a decision. I needed to develop the tools necessary to guide someone in making their own decision based on information they already had or could acquire. The one thing I might change in our introduction session is to use a more

structured in my approach. However, in this instance I feel that the relaxed and informal style made communicating comfortably much easier.

Glenn's primary goal was to be able to more readily recognize how he could use what he was learning in the Organizational Dynamics program to help him in a possible career change. Specifically he wanted to determine what his other career options may be and how the program might help prepare him for them. My goal was to help Glenn realize his goal while maintaining the role of advisor not director of his plan.

Glenn and I put our expectations in writing. The contract included the goals of the coach and the client, the fee, a tentative work schedule with objectives, and a completion target date. I think the contract we developed was fairly reasonable and appropriate considering the time and experience we had in creating one. The only thing I would slightly modify is the foundation of the contract. We developed the contract based primarily on the Clients needs. I think more consideration should have been given to the Coaches ability to deliver. I think I may have gotten in over my head considering the time frame allowed and the overall objective. I do feel we accomplished our goals to a certain extent. However, a more narrowly defined, realistic objective may have served Glenn better. An example of such an objective could be instead of helping him to determine what other career options are available to him, helping him to determine what he may need to consider before and while thinking about other careers. I actually think this is what we accomplished even though it wasn't put in the contract as such.

I did not present a specific coaching model I wanted to use. We did discuss how we felt the coaching process could be used to help Glenn reach some decisions. I felt he was the most qualified to determine what kind of career choices he would be most happy

in and satisfied with. As the coach I felt my job was primarily to “Reframe” questions and situations Glenn brought to my attention so that he would be able to see them from a different vantage point, and hopefully gather additional insight about them and himself.

In the data gathering process we used information from the LIFO questionnaire and I conducted telephone interviews with Glenn’s professional and personal associates. I also conducted formal information gathering sessions with Glenn and used information obtained while observing Glenn in the classroom and dinner conversations. Additionally we used the “Career Roads: Mapping the Journey to Your Goals” questionnaire. The data gathered was primarily used as an indicator to what those close to Glenn thought about him professionally with regard to his main strengths and weaknesses. We also wanted to get an idea how some formal personality analysis tools would evaluate Glenn and then compare the results.

The information gathered was useful to me because it gave me some ideas about how to get Glenn to challenge his own professional self image. Discussing this information with Glenn helped him to self evaluate. The information I obtained from the personal interviews with Glenn associates revealed that these people primarily viewed Glenn the same way. They saw him as a good communicator who has a talent for bringing people together and as someone who has a natural flair for mentoring the youth. He was also described as someone who must be self fulfilled or he will not be happy, regardless of the financial reward. On the negative side they indicated that Glenn is not a confrontational person, and that he would rather give in to situations than to be put in an adversarial position. There is also the concern that Glenn does not utilize many of his

strengths, especially the vast network of contacts he has developed and his seemingly untapped financial aptitude.

The personal interviews and observations I made confirmed some of the qualities described by Glenn's associates. This is especially true with regard to his desire to be involved in coaching at the level where he can have a positive impact on the students. Glenn showed this when he gave up an excellent coaching position at the University of Alabama because he wasn't getting the self fulfillment from the job that he needed to be happy. These actions would suggest Glenn's primary attribute when using the LIFO analysis tool was Supporting Giving. The LIFO results somewhat contradicted the opinions of Glenn's associates. In the LIFO analysis Glenn's was identified as Controlling Taking when under stress and normal conditions with a score of 28 for each condition. His secondary strength was Supporting Giving with scores of 26 under normal conditions and 19 under stressful conditions. Since the variance between the 2 strength types is less than 3 it is reasonable to assume that there is not a true significant difference under normal conditions. However, when under stress his strength is primarily Controlling Taking.

The client interview along with the Career Timeline Roadmap Glenn and I put together indicate that as his career has grown Glenn has made more conscious deliberate career choices. From talking to Glenn I understand that part of this is because he is comparing his financial and personal success to that of his peers. I believe another component is that Glenn actually has a good idea about what he wants to do he is just having some difficulty fully embracing what ever that is. Change means uncertainty and

Glenn is not totally comfortable with facing the level of uncertainty a potential career change could bring about.

I think the data gather could be very useful to Glenn because it can help him to recognize his ability to apply his current strength's in areas where he may not have felt very confident or comfortable in the past. I also think it will reaffirm his need to feel appreciated and useful in what ever situation he places himself in. I believe this knowledge will be a major benefit to Glenn when considering other positions. Much of the data should be confirming or reassuring for Glenn in one aspect or another.

It should enable him to see himself through others eyes as far as his abilities are concerned. This new or redefined view of himself may also give him additional perspective towards other career choices.

The main thing I would do differently in the data gathering process would be to possibly use a more formal or standardized questionnaire for his associates. I think this could make the data analysis process easier. While the information obtained from the methods used is fairly straight forward it is still subject to interpretation. This subjectivity could bring into question the validity of the assessment results. All of the data gathered was directly related to Glenn's goal of finding out how the OD program lessons can be used to help him find another career; in the sense that it gives him information about himself. I believe changing careers will be more of an inner reflection for Glenn. How he sees himself and what he wants to be will determine the direction he chooses more so than anything else. If Glenn decides that is the case then his options are limitless. I think he may realize that self actualization for many is not always relative to what they do but what they feel about themselves.

The feedback to the client process was primarily done through pre-class meetings and phone conversations. I would present the information I had gathered to Glenn and we would discuss how he felt about it and why. I prepared him for the information by suggesting that he listen to the feedback, think about who provided it and what they knew about him and then respond. While none of the feedback was negative in my opinion I wanted to make sure that he considered the source and their relationship first, and then dissects the information for meaning. I think this process may have helped him to keep anything he may have perceived as negative in the proper context. Overall I think the strategy we used was positive and effective. The information was received with an open mind and there was a great deal of discussion around it. If Glenn had a different goal we may have used a more structured feedback process. While we discussed the answers given it was done in a very informal manner. Glenn did mention that he would have liked me to interject some of my own opinions more than I did. He said he would have liked to hear more of my personal comments in order to get a better feel for what I thought. In hind sight I think I could have given him more input. However, my goal was to help him decide what he wanted to do. I felt that if I were too directing or opinionated then I may become a major influencer in the decision making process. I wanted to make sure to maintain a safe distance between the coach and mentor roles.

Neither Glenn nor I wrote an official action plan. However, Glenn has begun a plan to plan for a potential career change. Glenn realizes that this challenge will take more than luck for it to be successful. He will need to become fully engrossed in the search for a new career if that is what he really wants. He said he has started by more carefully evaluating the OD programs course offerings and how they could potentially

help him in career choices. Glenn plans on following up on this exercise by bringing me his completed action plan so that we can discuss the content. He also wants to bring me a business plan he is thinking about developing so that we can review it as well. To me these steps indicate that at this time Glenn realizes he will need to be an active participant in his future plans. He seems to understand that in order to get what he wants he will have to be the catalyst that facilitates the change.

Overall Glenn said he was pleased with me as his coach. He said I asked him good questions that forced him to think about things he hadn't considered before. This allowed him to gain some clarification and new view points on various issues. I think I made a fairly good coach for my first time out. There are definitely many things I have to learn and refine. I think the process is much harder than it seems at first. Mentoring seems to come natural for me. I think part of that is because theoretically as a mentor I am the expert and my knowledge is the key to success. Coaching on the other hand requires understanding that the person being coached is the expert. My job is to guide them in determining what the best answer or solution may be, not directing them to what I believe is the best solution or right answer. I think I would like to develop my coaching skills and do more 'official' coaching. I see it as an invaluable skill for anyone who works with people. There are times when a managers' greatest skill is their ability to bring out the best in others. Coaching is a tool that can help accomplish this. Not only will the person being coached potentially develop greater skills and knowledge, they will essentially have designed their own future learning plan. Once this is recognized by the client the potential for continued personal and professional growth is virtually limitless.

The coach can in essence be helping to facilitate a lifelong self evaluation and learning process.

I think I was best at listening and trying to “Reframe” questions for my client so that he could find answers that were beneficial to him. I also think I was adequate at creating a relaxed atmosphere for the sessions. I believe that tension or an atmosphere of uneasiness in the coach and client relationship will result in less than optimal success. I also believe I did a good job keeping my opinions to myself and not overly directing the conversations. My weakest area is my lack of experience in coaching. Inexperience lead to me to not recognize when I should have interjected my opinions more because my client was looking for additional input to help him form, confirm, or condemn his own opinion. I also need more experience reframing questions so that they benefit the client. This will require me to become a better listener and to expand my own views so that I can develop multiple ways to present the same information. Experience will also help me in determining which analysis tools will provide the best information for a given situation. I think I would make a fairly good client with respect to the self help component of being coached. I like to feel that I am in control and effective coaching gives control to the client.

I think I deserve an A for the project. I believe we came very close to completing the project and helping Glenn to realize where he may want to be in the future and why. I don't think we completely got there because of time constraints. We were however able to identify several key factors that should help Glenn with his future career decisions. First, Glenn needs to feel that what he is doing is valuable and that he is a major component or contributor to that value.

Second, any job Glenn chooses must have a positive social component. Just providing a good product or service will not give Glenn the self satisfaction he needs. There must be a direct connection to providing some good to society. Finally, Glenn will most likely be involved in coaching in one capacity or another. At this time Glenn is considering 2 possibilities. Move from the program side of the YMCA to the Executive side where he can utilize some of the Organizational Dynamics tools in strategic areas. Or, use the same skills on the program side of the YMCA and continue helping teens determine what direction they want to go in.

To summarize, this experience gave me a new insight to the difference between Coaching and Mentoring. In Coaching the client is the expert and the coach only guides. In Mentoring the mentor is the expert and the client observes and learns from the mentor. This exercise clearly shows how different and difficult it can be changing roles. This is especially true for the inexperienced. In my opinion a key to good coaching is keeping quiet and listening well. Then interjecting only what will enable the client to see the situation more clearly. Because many of us come from backgrounds where we are perceived to be the expert role switching successfully can be a difficult task. What made it even more challenging for me is that there are times while in the Coaching role you may need to switch to a Mentoring role in order to be more effective for your client. Determining when the switch is necessary, how long to stay in the role and to what degree can be difficult to identify and to accomplish. I think experience is the best teacher for this.

APPENDIX G

COURSES AND DESCRIPTIONS

DYNM 600 – Managing Diversity in the Workplace

What relevance does a positive sense of identity have to workplace productivity, comfort, retention, promotion, effectiveness, power, cooperation, competition? This seminar will examine the “who” in “who am I?” in the workplace and the “who” in “who are the others?” as well as the context of “work” and “workplace” as it affects a positive sense of identity and the relationship to success in the workplace. Readings will explore the theoretical origins of identity as well as the controversy of whether identity is stable and consistent, or whether the “situation” or the role one occupies at the workplace alters identity. Among topics studied through class readings and individual interest assignments will be basic attributes such as gender, age, and race. The class will consider how these attributes impact one’s own sense of identity as well as how well the identities of co-workers, subordinates, superiors, and others are understood. During the course of the semester, questions like “are identity and personality one and the same thing?” and “what is the relationship between identity and character?” will be explored. “Individual” and “small-group” projects and papers of interest to the class will be assigned.

DYNM 603 – Administrative Decision Making and Problem Solving

How do you make important decisions when confronted with organizational, social, or personal problems? Is your primary approach to use a strategic process? How many strategies do you know and use?

In this course we will review and discuss research and descriptions about how "normal" people solve problems and make administrative, ethical, and social decisions. We will evaluate situations and problems where quantitative methods can be applied in order to improve both the process and outcome of complex problems. Using readings and classroom case exercises, we will consider cognitive errors or biases, as well as personality and group dynamics forces that influence making choices. We will also consider how psychological stress, gender, and leadership apply to decision-making and problem solving in organizations.

Most research, readings, and methods of analysis and evaluation are based on assumptions, theories, modes, and research conducted by psychologists and published in psychology journals. The underlying assumptions of the psychological approach to the topic will be presented and discussed.

Participants will learn to: understand and apply normative ("ideal") strategies for decision making/problem solving; understand and use descriptive ("everyday") and prescriptive ("improved") strategies and processes for decision making/problem solving; understand the differences between individual and group decision making/problem solving; understand how conflict, leadership, and gender influence decision making/problem

solving; write papers that demonstrate understanding and application of decision-making and problem solving strategies.

DYNM 612 – Mastering Organizational Politics and Power

The purpose of this course is to explore, enhance, and expand the participants' competence in organizational politics. Students will observe political dynamics as they occur in their own organizations and will interview senior managers in other organizations to learn how political realities vary from one organization to another. Theoretical ideas about a dimension of organizational politics of particular interest to each individual participant will be analyzed in a term paper. In addition, each participant will keep a personal diary of political dynamics in his or her own workplace. The course will also explore ways to master the political skills of networking, negotiating, influencing, leading, and following as well as developing a political strategy.

DYNM 629 – Organizational Consulting: Proseminar in Organizational Development

This course describes and examines professional Organization Development (OD) competencies identified by the Academy of Management and professional OD societies. OD practitioners, theorists, and corporate officers visit class to describe - for example - establishing and managing organizational coaching programs; applying different models in large-scale organization change initiatives; managing change in virtual and global teams; and using change methodologies such as Appreciative Inquiry (a blend of positive psychology and systems thinking) to create idealized development and growth. MSOD or MPhil students interested in organization consulting and coaching should consider this course as a first step. Most research, readings, and methods of analysis and evaluation are

based on assumptions, theories, models, and research conducted by psychologists and social scientists from the human relations tradition.

Students in this course are encouraged to participate in an ongoing, and in real time, organization development project. The project is funded by GlaxoSmithKline for a two-year period. We are currently in year 2.

The project concerns the redesign and development of Mantua, a residential community on the border of the University of Pennsylvania. Coordinating the project and helping to supervise DYNM 629 students in addition to the course professor will be Dr. Russell Ackoff and Dr. Jason Magidson. If you join the project, you will become familiar with Ackoff's theory and methodology for change through interactive planning and organizational redesign. You will work directly with members of the community as they design their own future. Therefore, you will be part of the facilitation process and a reflective practitioner who will write about the experience as part of your course obligations. Ackoff's methods have been used worldwide in corporations of every size and type, in government, in NGOs and other nonprofit settings, as well as in communities and cities.

DYNM 630 – Business Process Excellence

In the 1990s, organizations started to move from function- to process-oriented organizational structures. The primary goals were to increase customer and market orientation as well as flexibility of enterprises. Since 2000, an increasing number of organizations have extended their focus from intra-enterprise processes to inter-enterprise business processes. This shift was considered essential to achieve business processes

excellence, and to keep and improve competitive advantages. Indeed, Dell, the computer giant succeeded because of their process innovation - not because of new or revolutionary products. Using real life examples and case studies, this course will describe and discuss ways of moving from function- to process-oriented organizations. Change management will be a key topic. Participants will learn what it means to structure an organization in a process-oriented way, what challenges the realization of such a structure creates, and how challenges can be mastered. Each participant will write a paper about a potential business process improvement initiative related to their professional experience and will present their initiative case to the class.

DYNM 641 – The Art and Science of Organizational Coaching

Coaching has become a primary tool for consultants, human resources professionals and administrators interested in promoting and sustaining leadership and executive development, behavioral change, and role transition. This course explores the theory and practices associated with organizational coaching. We examine and practice the steps of the normative coaching process, the issues and boundaries that affect coaching, and pitfalls to avoid. Throughout the course, we will contrast what the theory says and what practitioners in the field have actually experienced. Major foci include the critical nature of gathering and using data, observation tools, internal versus external coaching, informal versus formal programs, and coaching for development verses for corrective action. Participants will engage in coaching processes in the classroom and in their own organizations.

DYNM 664 – Organizational Culture and Learning

What is organizational culture? What is organizational learning? How do organizations learn effectively and change their culture? A learning organization is an organization that is skilled at creating, acquiring, and transferring knowledge, and at modifying its behavior to reflect new knowledge (Garvin, 1993). According to Ray StatWa, Chairman of Analog Devices, "The rate at which individuals and organizations learn may become the only sustainable competitive advantage." However we define and prioritize organizational learning, we must still struggle with *how to do it*. This is a tougher question. The thesis of this seminar is that an enriched understanding of culture can enhance organizational learning. Participants will explore the concept of culture, study the work of Chris Argyris, and discover practices and behaviors that promote organizational learning and culture change. The objective of this seminar is to help participants get beyond highly abstract philosophy and develop a deeper understanding and useful skills based on these concepts.

DYNM 669 – Leadership in Organizations: Private and Public, Personal and Professional

The most valuable resource of any organization is the people who work there; the Human Capital, if you will. This seminar will explore the issues of the leadership of this human capital to meet the goals of the organization and the personal and professional goals of the people in the organization. We will read about and discuss issues such as: enhancing one's leadership capability, crisis periods of leadership, conflicts between the organization's leadership and one's personal leadership, and strategies for success in

leadership positions. Additional themes of power, authority, and control will be examined in terms of the organization and the individual.

The seminar requires a considerable degree of participation from the students. Our explorations of leadership both begin and end with each of us individually. Therefore, the seminar will reflect both our common readings and our mutually uncommon (individual) lives as we all negotiate this interesting and challenging personal and PROFESSIONAL JOURNEY.

DYNM 676 – Human Rights and Global Order

Human rights have assumed dominance as the ideology of globalization with aspirations to embrace principles and beliefs that can be shared by all peoples everywhere. Although challenged by a variety of traditions and religions, human rights remains a pillar of global order along with institutions of global governance. Since the Universal Declaration of Human Rights over 50 years ago and especially since the Helsinki Accords nearly 25 years ago, human rights continues to spread throughout the world, superseding national civil rights and extending to everyday conduct of respect of others and the rights to a life of dignity, safe working conditions, and a good environment. This seminar will discuss the origins and contested justifications of global human rights. It will look at group rights for women, minorities, and migrants; economic, social and political rights; and the new citizenships not only of individuals but also of business organizations (the Global Compact). The evolution of human rights law, the emergence of global courts of human rights, and the imperatives of humanitarian interventions to enforce human rights will receive special attention.

DYNM 687 – Cultural Influence on Organizational Practice

Attitudes, values and behaviors in business are shaped by many cultural factors. One of the most important and least understood is the role of religious tradition. Often contemporary Americans are unaware of how the religious background of a family and ethnic group can continue to influence even those who no longer practice the religion. To deal successfully with individuals from diverse religious backgrounds, it is important to know how their tradition has shaped thinking about such matters as organizational authority, individual initiative, group/corporate identity, success and failure, communication, criticism, and advertising. This seminar examines the beliefs and values of Jews, Christians, and Muslims in relation to their organizational attitudes and behaviors. The seminar will use videos, and selections from the following: Huston Smith's *The World's Religions*; autobiographies by Malcolm X., Vanessa Ochs, and Chuck Colson; and general analyses of business ethics and organization principles in the three traditions.

DYNM 705 – Capstone Course

This course requires the student to study a topic of their own choice, discuss their progress with the class (in regular meetings), and to deliver a final paper that meets the following criteria:

- Makes an argument, describes or summarizes a position that is unique, original, or which directly applies to the student
- Uses primary sources or applies to a primary organization as much as possible

- Conforms to the style and format of good academic writing and the MSOD Capstone Presentation Guidelines
- Allows a student to demonstrate competencies gained from the courses completed in the Organizational Dynamics program

The Capstone Course professor will be available to act as a student's "primary" advisor and will read and grade the final document. If a student wishes to have a different "primary" advisor (and the designated person agrees), this is permitted. If a different "primary" advisor is selected, the student's paper will be read and graded by both the "primary" and the course advisor.